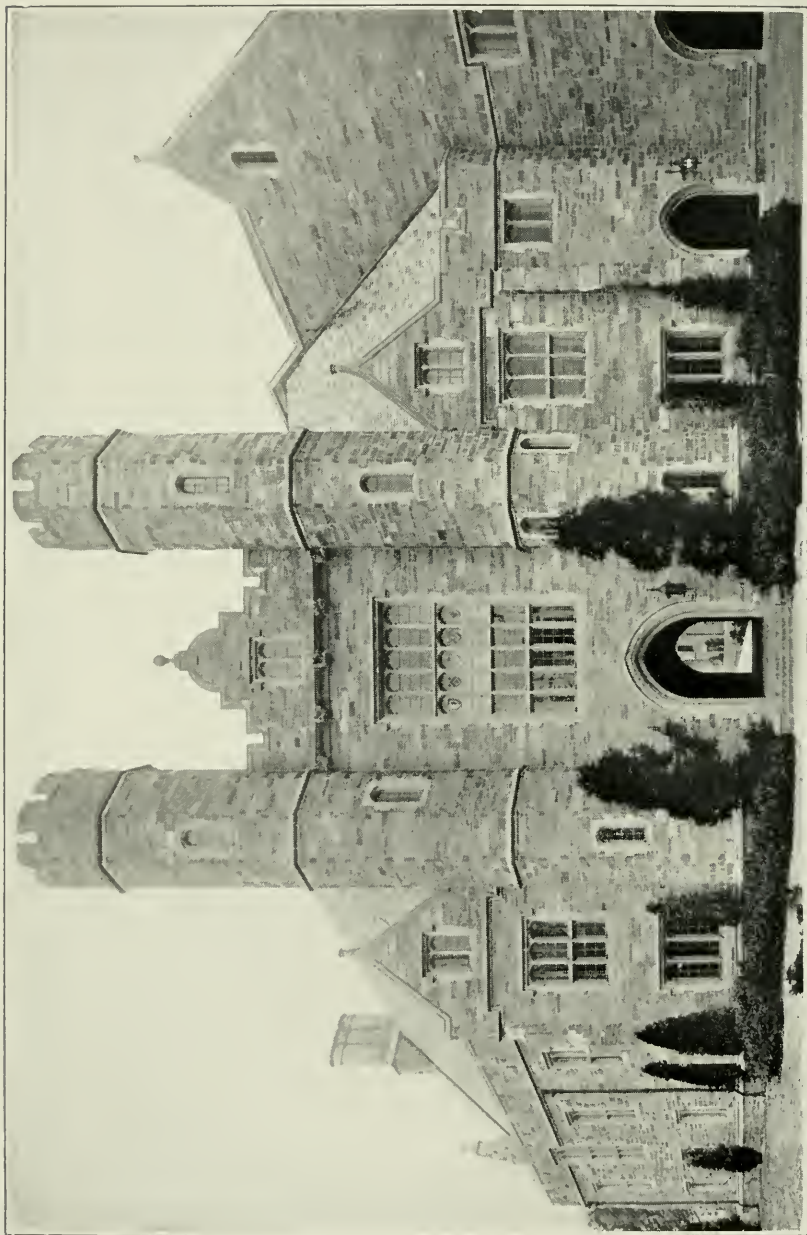


The
WEST CHESTER BULLETIN



Catalogue Number
1937 - 1938

STATE TEACHERS COLLEGE
WEST CHESTER, PENNSYLVANIA



View from Street
George Morris Philips Memorial Building, State Teachers College, West Chester, Pa.

The WEST CHESTER BULLETIN

VOLUME LXV

FEBRUARY, 1937

NUMBER 1

Catalogue Number *1937-1938*

THIS COLLEGE IS A MEMBER OF THE
AMERICAN ASSOCIATION OF TEACH-
ERS COLLEGES AND IS RATED AS AN
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THE AMERICAN ASSOCIATION OF
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STATE TEACHERS COLLEGE
WEST CHESTER, PENNSYLVANIA

Issued four times a year, February, March, April and May, by the Trustees of
the State Teachers College at West Chester, Pennsylvania.

Entered as second class matter March 8, 1931, at the Post Office at West Chester,
Pa., under the act of August 24, 1912.

CALENDAR 1937-1938

Summer Session—1937

Registration Day.....	Monday, June 21
Classes Begin.....	Tuesday, June 22
Session Ends.....	Saturday, July 31

Post Session—1937

Session Begins.....	Monday, August 2
Session Ends.....	Saturday, August 21

First Semester 1937-1938

Final Date for Entrance Examinations.....	Tuesday, September 7
Registration and Classification of all Freshmen.....	Tuesday, September 7
Registration and Classification of all Other Classes.....	Thursday, September 9
Classes Begin.....	Friday, September 10
Thanksgiving Recess Begins.....	Wednesday, 12 M., November 24
Thanksgiving Recess Ends.....	Monday, 12 M., November 29
Christmas Recess Begins.....	Wednesday, 12 M., December 21
Christmas Recess Ends.....	Tuesday, 12 M., January 4
First Semester Ends.....	After last Class, Friday, January 14

Second Semester 1937-1938

Second Semester Begins.....	Tuesday, 12 M., January 18
Easter Recess Begins.....	After last Class, Thursday, April 14
Easter Recess Ends.....	Monday, 12 M., April 25
Class Work Ends.....	After last Class, Friday, May 20

Commencement 1938

Alumni Day.....	Saturday, May 21
Baccalaureate Sermon.....	Sunday, May 22
Senior Day, Class Night.....	Monday, May 23
Commencement.....	Tuesday, May 24

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STATE TEACHERS COLLEGE

WEST CHESTER, PENNSYLVANIA

History

The college has not always been a state institution. It traces its beginnings to the West Chester Academy which was organized in 1812. In 1869 the trustees of that institution took the first steps towards the establishment of the West Chester Normal School. Students came to this institution to prepare for teaching and in 1871 the State began to grant money to pay for part of their training. This State aid, as it was then called, has continued under different forms up to the present time. The West Chester Normal School had five principals, the last of whom Dr. Andrew Thomas Smith, was a scholarly and deeply loved executive. The State Normal School became the State Teachers College in 1927 and the title of principal was changed to President. Among the principals and presidents who have served the school, the fourth principal, Dr. George Morris Philips, stands out conspicuously. For him the auditorium and administration building is named and through his long term of service he made a contribution to education of which we can be proud. He stood out pre-eminently as a builder. When he took charge of the school, there was only one building on the campus, what is now the central part of the women's dormitory. During his principalship, which extended from 1881 to 1920, the plant was gradually increased with additions to the Main Building, the Old Gymnasium, the former principal's residence, the Infirmary, the Recitation Hall. New educational techniques at the turn of the century gave us the Demonstration School and the Library. In 1913 Wayne Hall was built on the site of Camp Wayne, which was used for recruiting purposes during the Civil War. In 1925 the Philips Memorial, a beautiful Tudor Gothic structure was built. It is used as an administration building and as an auditorium. The most recent additions to the campus are the Ehinger Gymnasium, named for the first head of the Physical Education Department, and the President's Residence on Rosedale Avenue. The college is the proud possessor of an enviable reputation for leadership in the educational world. One of the earliest summer schools in the country was held here in 1877.

One of the first schools to print a Students' Handbook was West Chester, in 1895. Among the material treasures are: an original painting of George Washington by Charles Wilson Peale, for which Washington gave the sittings at Valley Forge during the memorable winters of 1777-78; a mahogany grandfather's clock of Benjamin Franklin; a large collection of letters from the pens of Washington, Lafayette, Greene, Arnold, Wayne, Hamilton, Putnam, Sullivan, and Gates, as well as from such literary men as Sidney Lanier and Thomas Buchanan Reed; the herbarium of Dr. William Darlington; and the autographed book collection of Dr. George Morris Philips, one of the largest in the world, to which our Book Club is constantly adding.

Of all these things the State Teachers College at West Chester is proud. They are a fine heritage and cannot fail to inspire thoughtful students, but the college is still more proud of its alumni, men and women like Mark Sullivan, Elsie Singmaster, and a host of others who loyal to the school and its traditions have gone out from the institution to serve humanity with distinction to themselves and to their Alma Mater.

Definition of a Teachers College

A teachers college is a state, municipal or incorporated private institution, or an independent unit of a recognized college or university which has at least one four-year unified curriculum; which is devoted exclusively to the preparation of teachers; which has legal authority to grant a standard bachelor's degree; which has granted and continues to grant such degree; and which requires for admission the completion of a standard four-year secondary school curriculum, or equivalent training.

Purpose of the State Teachers College

The State Teachers College, West Chester, Pa., being distinctly a professional school, devotes itself exclusively to the preparation of teachers for the public schools of the Commonwealth.

The Aim of the College

It enrolls only those who are fitted by character, native ability, and personality to be teachers of children. The courses offered are designed to give, in general, the necessary specific knowledge. The organization of class work and social life in the school aims to develop the personal qualifications essential for high grade teaching. A well-trained, experienced teaching staff strives to inculcate a sound philosophy of education and a thorough familiarity with the best modern public school practices.

College Administration

In order to effect an efficient organization of the administration of the College, the President and Faculty set up, at their first meeting in September, a number of Achievement Goals for the college year. These goals include such matters as administration, instruction, personnel, student life, community service, and teacher training. The administrative aims are based on the underlying philosophy that:

1. The primary purpose of a teachers college is to develop individuals who are well suited in every way to the profession of teaching.
2. A secondary but very important function of the teachers college is to contribute to the advancement of educational thought and practice in the area which it serves.
3. The effective achievement of these purposes requires a comprehensive plan of action so that no important phase of the responsibility of the college shall be neglected.
4. Such a plan of action in order to achieve the primary purpose of the college must be integrated around necessary areas of personal and professional development in such a way that the experiences of the individual shall be seen as a unit.
5. An educationally sound program of action must enable every member of the college community—faculty and administrative personnel as well as students—to engage in activities that lead to his or her continued growth along broadly social lines as well as in his or her field of special interest.

To aid the President of the college in the formulation and execution of general administrative policies of the institution, there have been appointed eight standing committees of the faculty. Based upon the feeling that faculty and students should cooperate as fully as possible for the mutual advancement of the college program, student representatives are elected to membership on the first six of the following committees:

- Health and Physical Education
- Extra-Curricular
- Assemblies and Entertainment
- Placement
- Publications and Publicity
- Student Life
- Academic Adjustments
- Executive

Location

West Chester is the county seat of Chester County, one of the three original counties laid out by William Penn. On the seal of the county is engraved a plow, symbolizing the eminently agricultural character of the rolling hills which have often been compared to the beautiful English countryside. The rich and fertile soil of these hills produces quantities of agricultural products and pasture for large herds of cattle. Nurseries furnish trees and plants for the landscaped estates of the seaboard states, and here is found the largest rose-growing center in Pennsylvania.

To students of literature and art West Chester has significance for it is the home of two distinguished novelists, Dr. Henry Pleasants and Mr. Joseph Hergesheimer. Sidney Lanier once lived in West Chester and the birthplaces of Bayard Taylor and Thomas Buchanan Read are not far from the college. The country of Howard Pyle, the artist, lies along the neighboring Brandywine, and the home of N. C. Wyeth, a world renowned pupil of Pyle, is at nearby Chadds Ford.

Not far from West Chester are the famous Longwood Gardens, the estate of Pierre S. duPont. Here, open to the public, is found a magnificent conservatory containing many rare and lovely plants, a beautiful open air theatre, a world famous carillon of bells, and the largest display of colored fountains in the world.

The country around West Chester is rich in historical significance. Valley Forge with its impressive Memorial Chapel, the Brandywine Battlefield, Birmingham Meeting House and the scene of the famous Paoli Massacre lie close at hand. The proximity of West Chester to Historic Philadelphia enables students to enrich their courses and add to the value thereof by visits to well known shrines and institutions, such as, Independence Hall, Carpenters' Hall, The Betsy Ross House, The Poe House, The Benjamin Franklin Memorial, The William Penn House, The Pennsylvania Museum of Art, the Academy of Fine Arts, the United States Custom House, the United States Mint, the Zoological Gardens, the Franklin Institute, and the Academy of Natural Sciences. Philadelphia's fine musical organizations afford opportunities to music lovers to hear the best concerts and operas. This is a particular advantage to those interested in the course for music supervisors.

Excellent transportation facilities make not only Philadelphia but New York City easily accessible. Here are to be found magnificent shops where the merchandise of the world is displayed; a port visited by the ships of all nations; world famous streets and avenues; such collections as the Metropolitan Museum of Art and

the Museum of Natural History; Grant's Tomb; Columbia University; Brooklyn Bridge; Wall Street; Trinity Church; St. Patrick's Cathedral; and the Cathedral of St. John the Divine; the finest of plays and the most magnificent of operas; in short, all that a great modern city has to offer.

GROUNDS AND BUILDINGS

The Grounds

The campus of the State Teachers College consists of seventy-two acres of ground located in the southern part of West Chester.

The Buildings

There are eleven buildings on the campus as follows:

Main Building

This building, constructed of green stone and white marble, is 256 feet by 275 feet, four stories high, with basement. The dining-room is in this building and is completely equipped and in charge of a trained dietitian. Each story of this main building has bath rooms with up-to-date toilet facilities of the best pattern. The drainage is first class. The whole building has lately been improved; students' rooms have been papered, refitted, and refurnished, and many other improvements made to add to the facilities of the school and the comfort of the students. From time to time additions have been made to the main building until at the present time approximately eight hundred students may be accommodated therein. Two passenger elevators make all the floors accessible. The rooms are generally arranged for two students each, are of good size, and thoroughly heated by direct steam radiation. They are carpeted and comfortably furnished.

Wayne Hall

This is a modern, well-equipped dormitory for men. It is built of green stone, is three stories high, and will accommodate 175 men.

The Power Plant

The College provides at this plant the heat for all of the buildings on the College Campus. This is an up-to-date plant with the most modern electrical generators. The College possesses the most modern type of lighting system. The Library in particular is one of the best lighted buildings in America. The Holophane Lighting System was installed in this and other buildings in 1931. The engineers were awarded the Gold Award by the American

Society of Lighting Engineers because of the perfection of this system of lighting as installed in the College Library and elsewhere on the College Campus. A new lighting system has been installed in both the men's and women's dormitories of the College. Consequently, the hygiene of sight is especially emphasized at this institution.

Laundry

A modern up-to-date laundry with the most modern equipment takes care of the laundry work of all students who are residents of the college dormitories.

Recitation Hall

In this building are centered practically all of the classroom activities with the exception of those carried on in the music studios, the music practice rooms, and much of the health education activities, which are conducted in the two gymnasiums and in Recreation Hall. The equipment of the Science, Music and other laboratories in this building compares favorably with the best to be found in other colleges. It is generally conceded today that learning on any educational level is developed best through observation and experimentation. Hence, the emphasis laid on laboratory activities.

Library

The library building is one of the best on any teachers' college campus in Pennsylvania. On the main floor are located the circulation desk, the reference and juvenile literature rooms, a conference room in which is housed a sample textbook collection, and the librarian's office. The periodical room is in the basement.

On the second floor are the college museum, art gallery, and the collection of the Chester County Historical Society.

The library now contains nearly 30,000 well-selected volumes. About 165 leading magazines and papers come regularly to its shelves.

There is also a collection of over 8000 mounted pictures, and one of pamphlets and clippings numbering over 3000. Material from both of these files may be borrowed for classroom use.

There are three full-time trained librarians and a number of student assistants.

Gymnasiums

The College possesses two gymnasiums. Both are entirely modern in their floor plans and equipment. The old gymnasium was modeled after the Hemingway Gymnasium at Harvard. The wisdom and the science of the architects who planned it are amply proven by the fact that it is just as modern today as it was when it was built. The new gymnasium, named for Dr. and Mrs. Clyde E. Ehinger, who were for 34 years at the head of the Health and Physical Education Department of this institution, was erected in 1931. The architecture of this building is in conformity with that of the Philips Memorial Building, both of which are of the Collegiate Gothic type. This building is modern in every respect. It possesses more than 50 showers and has a seating capacity of from 1000 to 1500 people. The gymnastic equipment is of the most up-to-date type for every phase of gymnastic work. The plans and specifications for an addition to this Gymnasium, including two swimming pools of the most modern type, have been drawn up by the architects appointed by the Department of Property and Supplies and approved by the latter department. The Ehinger Gymnasium is used exclusively by men students and other students in the special four-year Health and Physical Education curriculum.

The Demonstration School

This is a substantial, well-arranged, well-equipped building on the school campus, which houses a kindergarten and the first six grades. Only expert grade teachers are employed in this school.

Infirmary

The College possesses one of the best equipped infirmaries to be found on any college campus in America. The furniture, and the medical and laboratory equipment is acknowledged by authorities to be of the finest and most modern type. This infirmary is the home of the Student Health Service of which the College feels justly proud. A description of this is shown on page 34 of this catalog.

The Philips Memorial Building

The Philips Memorial Building, a memorial to the late Dr. George Morris Philips, former Principal of the school, is now in use. This magnificent building, erected at a cost of more than \$500,000, contains a spacious auditorium with a seating capacity of approximately 2,000. Installed therein is a Skinner pipe organ, one of the finest in the state. This building contains modern executive offices and recreation rooms for faculty and students. It also houses the well-known Philips private library—a collection

of autographed books of very great value. The building is said to be one of the finest buildings on any college campus in America.

The President's Residence

A new residence for the president of the college has been recently completed.

ADMISSION TO THE COLLEGE

The State Teachers College at West Chester, Pennsylvania, has always maintained high standards of scholastic work and has prided itself upon preparing teachers with fine ideals and splendid professional equipment. For the past few years it has been necessary to raise the entrance requirements for those students wishing to pursue their studies here. The administration of the college believes that only the best graduates of our high schools should be encouraged to enter the teaching profession, those graduates being first fully informed of the responsibility and ready to assume it. The children of the Commonwealth deserve nothing less than the best equipped teachers for their instructors and mentors. To this policy the Department of Public Instruction has committed itself. In furtherance of this policy the College has set up the following minimum requirements for those who wish to pursue professional work leading to entrance into the teaching profession of the Commonwealth. Applicants for admission to the college should carefully note these requirements and should communicate with the college authorities in the case of doubt as to the exact meaning of the regulations.

SUMMARY OF REQUIREMENTS FOR ADMISSION

In accordance with the principles governing admission adopted April 12, 1932 by the Board of Teachers College Presidents, five general requirements were set up for admission to teachers colleges.

1. General Scholarship
2. Character and Personality
3. Health and Physical Vigor
4. English Fundamentals and Psychological Tests
5. A Personal Interview

I. Candidates for Admission must satisfy the five following General Requirements:

1. General scholarship as evidenced by graduation from an approved four year high school or institution of equivalent grade, or equivalent preparation as determined by the

Credentials Division of the Department of Public Instruction, and ranking in the upper half of the class at graduation. Candidates for admission who lack this rank at graduation will be required to present further evidence of fitness.

2. Integrity and appropriate personality as shown by an estimate by secondary school officials of the candidate's trustworthiness, initiative, industry, social adaptability, personal appearance and sympathy.
3. Health, physical vigor, emotional stability, absence of physical defects that would interfere with the successful performance of the duties of a teacher and absence of predisposition toward ill health as determined by a medical examination at the college.
4. Normal intelligence and satisfactory command of English as evidenced by ratings in standards test. The tests to be used will be prescribed each year by the Board of Presidents and will be uniform for all State Teachers Colleges.
5. A personal interview with particular attention to personality, speech habits, social presence, expressed interests of the applicant and promise of professional development.

II. Special Requirements for All Candidates for Admission to the Four-Year Public School Music Curriculum:

Special attention will be given to the promise of professional development and musical ability of the candidate as shown by:

- A. The ability to sing songs with acceptable voice and interpretation.
- B. The ability to sing at sight with words and syllables, hymns and folk tunes with a fair degree of accuracy and facility.
- C. The ability to play, as a result of approximately two years of piano study, compositions equivalent to music of the second grade; or, sufficient ability on orchestral instruments and in orchestral technique to indicate capability of transfer of this musical training to the piano.

III. Special Requirements for All Candidates for Admission to the Four-Year Health Education Curriculum:

- A. The student must have actively participated in at least three types of physical activity during his secondary school career. These activities should include such types as football, basketball, baseball, soccer, hockey, tennis, swimming and the regularly organized work in physical education or gymnasium classes.

- B. The student must satisfactorily pass the physical efficiency tests set up by the Health and Physical Education Department.

IV. Special Requirements for Elective Fields:

A. Science.

1. To elect Science a student must present one unit in Physics and one unit in Chemistry.

B. Foreign Languages.

1. To elect French or German students must present two high school units of French or German.
2. To elect Latin students must present three high school units of Latin.

C. Mathematics.

1. To elect Mathematics a student must present three high school units of Mathematics of which units Algebra and Plane Geometry must have been taken in the senior high school.

NOTE: When a student has chosen his elective fields, his curriculum becomes a closed series of courses not subject to change without loss of credit.

Graduates of Junior-Senior High Schools

Graduates of a senior high school in a school district maintaining an approved junior-senior high school organization will be admitted on evidence of twelve units* of preparation earned in grades ten, eleven and twelve.

Irregular Entrance Qualifications

Graduates of approved Two-year high schools are entitled to not more than eight units of credit, and graduates of approved three-year high schools to not more than twelve units of credit toward the standard admission requirements; provided, however, that such students having irregular entrance qualifications, may take examinations in additional subjects taken in course in county superintendents' offices in all counties having such students, at the close of the school year. These examinations will be given under the direction of the Credentials Bureau of the Department of Public Instruction, under a cooperative plan adopted by the Board of Normal School Principals, January 15, 1926. In case of

*A unit represents not less than 120 sixty-minute periods of prepared work or the equivalent.

failure in a subject, or subjects, the student, after additional study during the summer, may take a second examination in August at one of the normal schools or teachers colleges or at any one of the centers where State examinations are regularly conducted; namely, Philadelphia, Harrisburg, Pittsburgh, or Scranton.

Under this arrangement, students who complete the work of a four-year high school with a three-year rating, may take examinations in fourth-year subjects and thereby receive credit equivalent to that of a four-year high school; graduates of three-year high schools with a two-year rating may take examinations in third-year subjects for credit in three years of approved high-school work. All inquiries should be addressed to the Credentials Bureau, Department of Public Instruction, Harrisburg, Pennsylvania.

Evaluation of Credentials

Credentials of all students entering the State Teachers Colleges on the basis of an approved four-year preparation, are evaluated by the college; students not having an approved four-year preparation, or students whose preparation is irregular, shall have their credentials evaluated by the Credentials Bureau of the Department of Public Instruction.

Evaluation of credits cannot be made on enrollment day. This must be attended to prior to that day. The State Teachers College at West Chester will assist you if you submit your credentials early.

Advanced Credit

Advanced credit will be given for equivalent courses in approved institutions of collegiate grade, but no student may obtain a Teachers College certificate without a minimum residence of one year.

Evidence of Character

All applicants for admission shall present evidence of good moral character and of ideals characteristic of the teaching service.

Scholarship Requirements

A student once admitted to the State Teachers College at West Chester must establish himself as satisfactory. He must show that he has the capacity to do academic and professional work of college grade, and that he is in accord with the ideals of teacher training.

A student who fails to pass ten semester hours of work in any semester ceases automatically to be a member of the student body.

This is in accordance with a faculty regulation. An honorable discharge will be granted to any student who, while in good standing, withdraws from the college.

Residence Requirements

Two years of residence are required for graduation from any four-year curriculum, excepting that graduates of accredited colleges may be graduated after completion of one full year's work. Graduates of any two year normal school curriculum must spend at least one additional year in residence to be eligible for a degree.

State Scholarships

Holders of state scholarships may attend State Teachers Colleges, providing they take courses leading to the degree of Bachelor of Science.

Academic Withdrawals

Students are considered members of the college until the President is notified of their withdrawal, and the regular charges will be made unless such notice is received.

Graduates

A student will be recommended for graduation when all the requirements for his curriculum have been met. Certificates will not be issued until all bills are paid.

College Certificates

The College Certificate is issued to graduates of the four-year curricula who have met all other legal requirements. This certificate entitles the holder to teach the subjects indicated on the face of the certificate in the specified grades of the public schools in the Commonwealth for a period of three years. Three years of successful teaching experience in the appropriate field in the public schools of the Commonwealth and the completion of six semester hours of additional approved training of collegiate grade enables the owner to receive the Permanent College Certificate. This is a life certificate to teach the subjects in his field in the specified grades in the state of Pennsylvania.

Obligations to the State. Every student who enters the State Teachers College at West Chester must sign an agreement to teach in the public schools of Pennsylvania for not less than two years.

STUDENT LIFE

Living

The State Teachers College is primarily a dormitory school. It admits, as Day Students, only those who live with parents or relatives. The College has rooms for 800 women and 200 men. When these rooms are filled, the College will assign students to suitable near-by rooms which have been secured from residents of West Chester, and such room assignments will be honored only after they have been approved by the Dean of Women or the Dean of Men. Such students are under the same regulations as students in the College dormitory.

Both dormitories of the College are provided with fire-proof protection. Fire-proof stairways run from the top to the bottom of these buildings, thus adding to the safety of the college students.

Students whose homes are not in West Chester, and who desire to live with relatives in West Chester as Day Students must have the approval of the President in advance of registration. Under no circumstances are students permitted to room or board with private families, not relatives, except as assigned by the proper officers of the College.

Permission for students to earn their own room and board by working for private families is granted after approval by the Dean of Women. Any arrangements made without this approval will not be honored by the College authorities.

Commuting

The administration of the college is opposed to all commuting arrangements that interfere with the student's appointments and progress at the college. All arrangements for commuting must be approved by the college authorities before the student enrolls.

The College Book Store

This book store carries, in addition to books, a complete line of students' necessities—laundry bags, parcel post cases, etc., which can be purchased at reasonable prices. Athletic goods, stationery, etc., can all be purchased in the College Book Store at reasonable prices. Gymnasium uniforms are required by all. These are purchased here in the supply room, so as to insure uniformity. All students will need gymnasium shoes, which can be secured at this store.

This book store is operated as a student enterprise, the net receipts of which accrue to the benefit of the Student Activities Association of the College.

Student Supplies

All students who live in the college dormitories must provide themselves with blankets, as the school furnishes beds supplied only with mattresses, linen, and counterpanes. Such students must also provide window curtains; also soap, towels, and other needed toilet articles.

Gymnasium Outfits

Regulation gymnasium suits will be required of the students. These should be purchased at the College.

Boarding

As already indicated, all students who are not Day Students board at the College, with the exception of those who work for room and board; these are considered Resident Students, as well as are those living in outside homes.

Laundry

The laundry of all Dormitory Students—to the extent of twelve plain pieces per week—is done in the College laundry. All pieces sent to the laundry must be plainly marked with the owner's name. Name tapes sewed on articles of clothing constitute the best identification. A laundry bag should be owned and used by every student.

High Standard

The State Teachers College at West Chester maintains a high standard of excellence in social conduct, scholarship, skill in teaching, and in all other matters that distinguish the high grade student. This high standard is possible only by outstanding work and by wholesome participation in the College activities by the students.

Student Government

Students of the College assume a large share in their own government. They elect their own councils, and these councils, working with the Deans, cooperate in the government of the College.

Absences

Students will not be permitted to absent themselves from College during any session when such absence interferes with their College duties.

Student's Handbook

The rules and regulations which pertain to the students of the College and which are found in the Student's Handbook are a part of the College regulations and must be observed by each student.

Immediately upon registration each student is given a copy of the Student Handbook which contains a complete set-up of the regulations of the Student Government Organizations and other rulings affecting college life.

Dismissals

By action of the Board of Trustees, no student shall be suspended or dismissed from the College except by the President.

Religious Organizations

Chapel exercises, which are strictly undenominational in character, are conducted daily, and all students are required to be present at these exercises unless, for some reason, expressly excused by the President. Students are expected to make a choice of one of the churches in the town for regular attendance and to be present, at least once each Sunday, at the services in the church so selected.

Bible Study Club

This is an outstanding extra-curricular activity of the College. The purpose of the Club is an unbiased and undenominational consideration of the Bible. Each semester the young men and the young women of the College choose a book of the Bible for study. The meetings are held each Sunday morning from nine to ten o'clock in the Philips Memorial Library. The programs consisting of hymns, special music, prayer and Bible discussion contribute to the development and growth of a religious life. This Club has an average membership of 100 students. In this membership, all denominations are represented.

Christian Associations

The Young Women's Christian Association and the Young Men's Christian Association hold weekly meetings. These associations are composed almost entirely of students. They elect their own officers and plan and conduct their own meetings. Any student may attend the meetings and all are invited to take some part in the exercises.

The Newman Club

A local chapter of the Newman Club, a National organization of Catholic students in attendance at colleges and universities in the United States, holds regular meetings here throughout the college year. The aim of this organization is partly social and partly to maintain a proper contact between the Catholic student and his church while he is away from home.

Literary Societies

The two Literary Societies, Moore and Aryan, present unusual opportunities to students for improvement and development in debating, public speaking, and music. Programs are offered so that students may participate. Under the auspices of the two societies, debating leagues with other colleges have been established.

Clubs and Other Organizations

There are many clubs which have helpful and constructive objectives, and are enthusiastically supported by the student body. These are sponsored by specialists of the College Faculty, and aid students in developing initiative, besides preparing them to serve efficiently in the communities where they may be called to teach. All students are expected to enlist in some extra-curricular activity because of the large educational value involved.

Entertainment Course

During the year the finest types of entertainments are provided for the students. Each semester there are brought to the campus distinguished lecturers and artists of the highest rank in music, drama, and the dance. These entertainments are available to the students at a small cost which is covered by the Student Activity Fee. The College has been greatly aided in this project by the cordial cooperation received from the citizens of West Chester and vicinity. The committee in charge of entertainments is composed of representatives from the town of West Chester, members of the faculty, and students of the College. These entertainments are held in the Philips Memorial Auditorium, which has a seating capacity of nearly two thousand.

The Alumni Fund

A loan fund has been established by the Alumni, which now amounts to more than \$13,000. This is loaned to worthy students who are juniors or seniors in any course. Interest is charged upon it only from the date when its return should be made. For application forms, you are directed to Mr. George S. Roberts, Registrar, who is secretary for the Board of Directors of the fund.

The Student Loan Fund

A loan fund has been started by the college to serve students in emergencies. This fund now totals about \$500.00. Students may borrow small sums without interest upon application to the Personnel Director. Persons desiring to aid students are encouraged to contribute to this fund.

The Alumni

West Chester's Alumni—over ten thousand of them—are the students of previous years. Their love for and devotion to West Chester is the best proof that the student life at West Chester is fine and enjoyable. It is the excellence of the work of West Chester's Alumni that gives reputation to this teacher preparation institution.

The Alumni are organized. Many of the members of the different classes return for the annual meeting which is held during Commencement Week. Home-coming week-ends for graduates are popular both in fall and in spring. The officers of the Alumni Association at this time are:

President—NORMAN D. GEORGE, '18, 402 Trenton Trust Building, State Street, Trenton, New Jersey.

Vice-President—WEBSTER HERZOG, '19, West Chester, Pa.

Secretary—MISS MARGARET KREISHER, '23, West Chester, Pa.

Treasurer—NATIONAL BANK OF CHESTER COUNTY AND TRUST COMPANY, West Chester, Pa.

Board of Directors:

President—RAYMOND K. DENWORTH, '10, Lansdowne, Pa.

Vice-President—C. L. MCKELVIE, '24, West Chester, Pa.

Secretary—MRS. MARY E. ANDERSON, '10, West Chester, Pa.

Treasurer—NATIONAL BANK OF CHESTER COUNTY AND TRUST COMPANY, West Chester, Pa.

Demand for Our Teachers

The teachers who have gone forth from this College have rendered general satisfaction and have won for themselves and for the College from which they received their training flattering

reputations. Our teachers are in demand and are commanding the best positions and the highest salaries paid in Pennsylvania and adjoining states, as well as in many distant states. The establishment of this teacher preparation institution was the result of a long-felt want for better teachers to organize, govern, and instruct efficiently. A teacher must possess not only a thorough knowledge of the branches to be taught, but also a knowledge of the best method of imparting instruction in these branches. To provide its students with a liberal education, combined with a technical and professional knowledge of teaching, has ever been the aim of the College. How well and fully it has realized this objective the high professional standing of the teachers it has educated fully attests. Since the foundation of this Normal School, or Teachers College, the standard of education has been materially raised.

Placement Service

School Boards and Superintendents who desire the service of good teachers are requested to make early application to the President of the State Teachers College at West Chester. Students will be recommended entirely upon the record which they have maintained while at this school and through personal knowledge of their qualifications. Graduates of the State Teachers College at West Chester are asked to keep in touch with the President in order that they may be recommended for better positions demanding experience. Graduates are also asked to keep the office informed of vacancies, so that these positions, in turn, may be brought to the attention of teachers not placed.

Employment Opportunities at West Chester

Men and women students in need of employment to aid them in securing an education are referred to the Personnel Director. The opportunities for work have been increased through the Federal assistance of the N. Y. A. (National Youth Administration). It is the policy that the amount of aid for the individual student be given in accordance with a safe balance between such employment and his academic program.

HEALTH AND PHYSICAL EDUCATION PROGRAM

The State Teachers College at West Chester is one of the four State Teachers Colleges in the Commonwealth that offers the four-year curriculum in Health and Physical Education for the preparation of teachers and supervisors of health and physical education in the public schools of the Commonwealth.

In addition to this curriculum, each of the other curricula require certain courses in health and physical education for all students pursuing that curriculum.

Intercollegiate Athletics

During the last few years, it has become recognized more and more by educators and public alike that athletics are a part of general education because they provide situations that are akin to life experiences, and, as such, are conducted with the purpose of developing the educational values which grow out of them.

With this in mind, the College Administration has set up an organization for the control of athletics, provided facilities, built schedules and furnished instructors for the purpose of filling these educational needs.

The activities, including sports such as football, basketball, cross country, soccer, etc., are conducted for the purpose of providing our college youth with the opportunity not only to participate in the fighting games which test strength, skill and endurance but also of providing such educational values as sound health habits; service to the college; generous treatment of opponents; ability to stand up under fire; and the achievement of personal skills which can be utilized in coaching later.

It is the policy of the College Administration first, to provide a variety of sports, as indicated above, in order that as many young men as possible may participate in the activity which interests them most and, in which they may achieve a high degree of personal skill; second, to provide eligibility rules that are just and sensible yet will insure good scholarship; third, to provide schedules which are in our college class yet are in keeping with the traditions and standing of our college; fourth, and finally, to give athletics their rightful place in our educational program of training teachers so that they will function properly in the life of the student body, but will not assume an importance out of all proportion to their value.

In conducting these athletics our college lays no claim to championships although its representative teams rank with those of the best colleges and universities in the Commonwealth.

Intramural Athletics

An athletic program cannot be justified educationally if it is confined to intercollegiate competition alone. There must be provision for all the students and the policy of the College Administration is to expand this part of the program for both men and women in order that a variety of activities may be supplied for the majority of our students. Such sports as touch football, soccer, tennis, track, speed ball, volleyball, softball, basketball, etc. will be organized and conducted for the young men students.

Women's Athletic Association

The intramural athletics for women are conducted by the above named organization for the social, physical and recreational benefit of the women students of the College. Its governing council consists of the club officers and sports managers and two faculty advisors. Its program provides a wide range of activities including: the modern dance, clog and tap dancing, hockey, archery, volleyball, swimming, life saving, tennis, hiking, basketball, baseball, badminton, table tennis, tether ball, shuffleboard, handball, bowling and winter sports such as sleighing, coasting and skating. In addition the W. A. A. sponsors recreational evenings when both men and women students have an opportunity to participate in a social dancing class; to engage in roller skating; and to join in folk and old-fashioned square dancing.

Facilities

Probably no college in America has better recreational and athletic facilities than those to be found on the campus at West Chester. To carry out this program of sports for all students the College has:

1. Two large gymnasiums splendidly equipped with every type of apparatus needed for indoor athletic activities.
2. Eight athletic fields for the various types of outdoor sports involved in this program.
3. The College provides for the use of a modern swimming pool at the local Y. M. C. A. for instruction in swimming and aquatics.

STUDENT HEALTH SERVICE

The Board of Trustees has authorized and sponsored the establishment at the College of a Student Health Service. It is felt that the ideal way of handling health problems is through an official health organization designed for this purpose. Such an organization is especially important in a teachers' training institution and serves as a vital link in the chain of public health teaching. As an example of good health to her pupils, the teacher must know what health means and also the procedures by which it may be obtained. The purpose of the Student Health Service is two-fold: First, to guard the health of the student while in college, and second, to develop in students who are to become future teachers proper scientific health attitudes and habits.

The Health Service building has been recently remodeled and fully equipped. It provides for medical attention needed by the

students. A college physician and two trained nurses are on duty during the school day and are available for emergency calls at night. The dispensary is open all day for consultations, examinations and first aid office treatments. Adequate bed facilities are available for acutely ill students and those requiring emergency operations are cared for at the local hospitals which cooperate closely with the Health Service. All students admitted to the college are given a complete physical examination. Complete records are kept of all illnesses that occur during the student's stay at college. The Health Service does not displace the family physician but attempts to cooperate with him and welcomes his advice and suggestions in matters that affect the welfare and health of the students.

MUSICAL PROGRAM

The college has the following well developed musical organizations:

1. Three College Bands.

Elementary, Intermediate and Advanced.

Membership in these organizations is determined by the background a student has in instruments when he enters College, and his advancement while in College.

2. The College Criterions.

The Dance Band of the College consists of twelve men, carefully selected, who furnish the music at all social functions.

3. The Men's Glee Club

Thirty voices chosen from the entire enrollment of the men students for this organization.

4. Three College Orchestras.

Elementary, Intermediate, and Advanced. Membership in these organizations is determined in the same manner as the College Bands.

5. The Vesper Choir.

This outstanding organization consists of all the men students and senior women students of the Public School Music Curriculum.

6. The Junior Chorus.

All women voices—freshmen, sophomores and juniors in the Public School Curriculum Music are eligible to this chorus.

7. College Women's Glee Club.

One hundred voices are carefully chosen from the women of the Primary, Intermediate, Secondary, Rural and Health Education groups for this group.

8. Other Student Musical Organizations.

The Campus Instrumental Trio, the Campus Vocal Trio, and the Varsity Quartet are three smaller organizations which have contributed most acceptably to the music on the campus.

STUDENT TEACHING

Student teaching is carried on in the following schools:

West Chester—

High Street School	Grades 1 to 6
Biddle Street School	Grades 1 to 9
Gay Street School	Grades 1 to 8
Senior High School	Grades 10 to 12 in the following fields: English, Science, Geography, Social Studies, Mathematics, French and Latin, Health Education and Music.

Grove

Pleasant Grove Consolidated School	{ Rural, Health Education and Music.
East Bradford	
West Goshen	
West Bradford	
Kennett Square Consolidated School	
Paoli Road	

UNIFORM FEES, DEPOSITS, AND REPAYMENTS IN THE STATE TEACHERS COLLEGES

A. FEES

I. Student Activity Fee.

A fee to be determined by each institution will be collected from all students and administered under regulations approved by the Board of Trustees through a cooperative organization. This fee will cover the cost of student activities in athletics, lectures, entertainments, student publications, et cetera. Students taking extension courses or regular session students taking less than seven semester hours may secure the benefits of the Activities Program by the payment of the Student Activity Fee. This fee as determined and collected by the Student Activities Association at West Chester Teachers College is for the 1937-38 year \$10.00 a semester.

II. Contingent Fee.

A contingent fee for all students is charged as follows:

	Half Semester
Elementary Curriculum.....	\$18.00
Secondary Curriculum.....	18.00
Art.....	27.00
Commercial Education.....	21.00
Health Education.....	27.00
Home Economics.....	36.00
Industrial Arts.....	27.00
Music.....	45.00

This fee covers registration and keeping of records of students, library, student welfare, health service (other than extra nurse and quarantine) and laboratory facilities.

III. Housing Fee.

1. Housing rate for students:

The housing rate for students shall be \$63.00 per one-half semester and \$42.00 for the Summer Session. This includes room, meals and limited laundry.

- (a) For rooms with running water an additional charge of \$9.00 per student per semester, or \$3.00 for the Summer Session may be made.
- (b) No reduction in the rate is to be made for laundry done at home nor for absence of students who go home for a few days at a time.
- (c) A student may, at the discretion of the President of the College, occupy a double room alone by paying an additional \$36.00 a semester or \$12.00 for the Summer Session.
- (d) For the purpose of meeting the requirements in those colleges where off-campus rooming students board in the college dining room, and to meet the requirements of the Home Management Clubs in the two institutions maintaining home economics curriculums, the housing rate shall be divided \$2.00 for room rent and \$5.00 for table board.

2. Housing rate for employees other than those included in the State Classification Schedule (faculty, clerks, etc.) shall be \$9.00 per week.
3. The rate for transient meals shall be:
Breakfast,\$0.30; Lunch,\$0.40; Dinner,\$0.50.

IV. Damage Fee.

Students shall be responsible for damages, or breakage or loss, or delayed return of college property.

V. Infirmary Fee.

After three days in the college infirmary, the college shall charge an additional \$1.00 for each day.

Day students who may be admitted to the infirmary shall pay board at the rate of \$2.00 a day. This charge includes the regular nurse and regular medical service, but does not include special nurse or special medical service.

VI. Isolation Hospital Fee.

If the college maintains an Isolation Quarantine Hospital for contagious diseases, the college shall charge \$10 per week additional, but this service charge does not include trained nurse or special medical service.

Day students, who may be admitted to the Quarantine Hospital shall pay the board rate of \$2.00 a day (see V above), and in addition shall pay \$10 a week, but this additional charge does not include trained nurse or special medical service.

VII. Tuition Fee.

Students whose residence is out of the state shall be charged a fee of \$105.00 per semester; \$35.00 per Summer Session. (It is understood that this fee has been operative since June 1, 1929, for entering students only.) Out-of-state students shall pay the contingent fee in addition to the tuition fee.

VIII. Private Instruction Fees.

The charge for private lessons in music, in the State Teachers Colleges maintaining the special curriculum in music, shall be:

1. Voice, piano, band or orchestral instruments, \$24 per semester—for one lesson per week.
Pipe organ, \$42 per semester—for one lesson per week.
2. Rental of piano for practice, 1 period per day, \$6.00 per semester. Rental of pipe organ for practice, 1 period per day, \$36 per semester. Rental of band or orchestral instruments, \$6.00 per semester. (For Summer Session the charge is one-third of above rates.)
3. The charge for private lessons in music in the State Teachers Colleges not maintaining the special music curriculum shall be fixed as follows: The Board of Trustees of a State Teachers College not offering the special curriculum in music, may, subject to the approval of the Superintendent of Public Instruction, enter into contract with individuals to give private lessons in music in order to afford an opportunity for students to continue their musical education. Such agreement shall provide reasonable reimbursement to the institution for any service or overhead supplied by the institution.

IX. Degree Fee.

A fee of \$5.00 shall be paid by each candidate for a degree to cover the cost of degree diploma.

X. Record Transcript Fee.

One dollar (\$1.00) shall be charged for the second and each subsequent transcript of records.

XI. Delinquent Accounts.

No student shall be enrolled, graduated, or receive a transcript of his record until all previous charges have been paid.

B. DEPOSITS**Advance Registration Deposit.**

A deposit of \$10.00 shall be made by all students when they request registration. This is a guarantee of the intention of the student to enter college for the term or semester designated. It is deposited with the Revenue Department to the credit of the students contingent fee. If, however, the student notifies the college at least three weeks before the opening of college that he is unable to enter, or if the student is rejected by the college, repayment of this deposit will be made through the Department of Revenue, on application from the student through the college authorities.

Check or money order for this amount must be drawn to the Commonwealth of Pennsylvania.

C. NO OTHER FEES OR DEPOSITS PERMITTED

No fees or deposits, other than as specified above may be charged by a State Teachers College.

D. REPAYMENTS**I. Repayment will not be made:**

1. To students who are temporarily suspended, indefinitely suspended, dismissed, or who voluntarily withdraw from College.
2. For any part of the advance registration deposit for any cause whatsoever except where students give notice of intention to withdraw at least three weeks before the college opens or when the student is rejected by the college.

II. A repayment will be made for personal illness, the same being certified to by an attending physician, or for such other reasons as may be approved by the Board of Trustees for the amount of the housing and contingent fees paid by the student for the part of the semester which the student does not spend in college.

III. The advance registration deposit will be returned to students provided they notify the college not less than three weeks before the opening of the semester or term of their intention not to attend, or provided the student is rejected by the college.

SUMMARY OF FEES
Students Boarding at the College

	Kindergarten- Primary	Intermediate	Rural	Secondary	Health	Music
Amounts due Sept. 7, 1937:						
Contingent Fee	\$ 18.00	\$ 18.00	\$ 18.00	\$ 18.00	\$ 27.00	\$ 45.00
Room, Board & Laundry	63.00	63.00	63.00	63.00	63.00	63.00
Total due Sept. 7, 1937 . . .	\$ 81.00	\$ 81.00	\$ 81.00	\$ 81.00	\$ 90.00	\$108.00
Amounts due Nov. 8, 1937:						
Contingent Fee	\$ 18.00	\$ 18.00	\$ 18.00	\$ 18.00	\$ 27.00	\$ 45.00
Room, Board & Laundry	63.00	63.00	63.00	63.00	63.00	63.00
Total due Nov. 8, 1937 . . .	\$ 81.00	\$ 81.00	\$ 81.00	\$ 81.00	\$ 90.00	\$108.00
Total—First Semester . . .	\$162.00	\$162.00	\$162.00	\$162.00	\$180.00	\$216.00

Students Not Boarding at the College

	Kindergarten- Primary	Intermediate	Rural	Secondary	Health	Music
Amounts due Sept. 7, 1937:						
Contingent Fee	\$ 18.00	\$ 18.00	\$ 18.00	\$ 18.00	\$ 27.00	\$ 45.00
Amounts due Nov. 8, 1937:						
Contingent Fee	18.00	18.00	18.00	18.00	27.00	45.00
Total—First Semester . . .	\$ 36.00	\$ 36.00	\$ 36.00	\$ 36.00	\$ 54.00	\$ 90.00

The expenses of the second semester will be the same as for the first semester. The dates for payment of second semester dues are January 17, 1938 and March 21, 1938.

Checks for above fees should be drawn payable to the Commonwealth of Pennsylvania. If U. S. Postal Money Order is used in payment of the above fees, the money order must be made payable at Harrisburg and payable to the Commonwealth of Pennsylvania. No certificates or grades will be issued to students at the close of any session and no schedules or work for any semester or session will be given to students whose accounts are not paid in full.

Each student must pay an activity fee of \$10.00 per semester. This fee is due and payable September 7, 1937 and January 17, 1938. Check for this activity fee should be made payable to the West Chester College Student Activities Association. If U. S. Postal Money Order is used in payment of this activity fee, the money order must be made payable at West Chester and payable to the West Chester College Student Activities Association.

Books costing approximately \$15.00 per semester are purchased by each student.

Students who are not residents of Pennsylvania must pay in advance, in addition to the above mentioned fees, a tuition fee of \$105.00 per semester.

Day Students. Day students will pay the same amount as boarding students except the charge for room, board and laundry.

Tuition. The Teachers College, being a state owned and state supported institution, exempts students who are legal residents of Pennsylvania, from the payment of any tuition fee; but, in return for this, students, upon entering the college, must agree to teach in the schools of the state for not less than two years.

Damages. The rooms are fully equipped for students at entrance. Any damage to furniture, furnishings, or buildings, beyond that which comes from use, will be charged to students. At the opening of the year all necessary electric lamps are furnished free. Thereafter, students pay for extra light bulbs. If damage results from using appliances other than those provided by the College, a proportionate amount will be charged to all students accountable.

Charges During Illness. For minor illnesses, students are charged \$1.00 per day after the third day in the Infirmary. This charge is exclusive of the fees of physicians, the expenses of employing trained nurses and the costs of medicine for all of which students or the parents thereof are responsible. For the first three days no charge is made. In cases of serious illness, students are removed to a hospital where they must bear their own expenses.

Obligations Assumed. The acceptance of a student is for a semester, and parents, and any others who are providing for the expenses of students at the College, should understand that their financial obligations are for an entire semester.

CURRICULA OFFERED AT WEST CHESTER

A program of studies of the College embraces the following curricula:

1. A Four-Year Kindergarten-Primary Curriculum.

This curriculum is designed primarily for four years of pre-service training in Kindergarten-Primary Education and leads to the degree of Bachelor of Science in Education.

2. A Four-Year Intermediate Curriculum.

This curriculum is designed primarily for four years of pre-service training in Intermediate Education and leads to the degree of Bachelor of Science in Education.

3. A Four-Year Rural School Curriculum.

This curriculum is designed primarily for four years of pre-service training in Rural Education and leads to the degree of Bachelor of Science in Education.

4. A Four-Year Secondary School Curriculum.

This four-year curriculum is designed primarily to prepare for teaching in the Secondary Field and leads to the degree of Bachelor of Science in Education.

5. A Four-Year Health Education Curriculum.

This four-year curriculum is designed primarily for the preparation of supervisors and teachers of Health Education in public schools and leads to the degree of Bachelor of Science in Health Education.

6. A Four-Year Music Curriculum.

This four-year music curriculum is designed primarily to prepare teachers and supervisors of public school music and leads to the degree of Bachelor of Science in Public School Music.

COURSES LEADING TO THE B. S. DEGREE FOR THE ELEMENTARY AND SECONDARY FIELDS

The State Teachers College at West Chester, because of the forward looking policy of the State of Pennsylvania, is now able to offer all teachers, or others, advanced work leading to the degree of B. S. in Education, provided such persons have completed, in addition to an approved four-year high school course, any two-year normal school course, and desire to continue their professional training.

Everyone recognizes that this movement for the better preparation of teachers is a wise and expedient one, primarily because it means better educational facilities for the children of the elementary schools. Already a number of states and communities have set their standards beyond the requirements of the two-year normal course. Philadelphia, for example, now requires three years. New York requires three years, with a probability that the Bachelor's degree will be necessary, and at no distant date, for those who desire to teach in the elementary grades. Cincinnati now requires five years of preparation beyond the high school for those who teach in the elementary schools of that city. These cases are cited merely to show the tendency in the direction of better prepared teachers. Pennsylvania may be expected to keep pace, in this particular, with the most progressive of the states.

The advancement in professional requirements for teaching is almost always accompanied with an advance in salary. It may be noted, also, that many communities are establishing the single salary schedule for teachers in the elementary schools, the junior high schools, and the senior high schools, provided the length of the period of professional preparation is the same and on the same level for all.

LIMITED CERTIFICATE

Any student in the Elementary Curriculum who finds it necessary to enter the teaching profession before completing the full requirements for the degree, Bachelor of Science in Elementary Education, may secure a State Standard Limited Certificate if the requirements for this certificate are met. This State Standard Limited Certificate will be issued in the elementary field to a student who has completed the first three years of the four-year curriculum provided six semester hours of student teaching has been secured.

KINDERGARTEN-PRIMARY CURRICULUM

Kindergarten, Grades 1, 2 and 3

(Sequence of Courses subject to change for administrative reasons)

First Semester			Second Semester		
	<i>Periods</i>	<i>Credits</i>		<i>Periods</i>	<i>Credits</i>
English I, including Library Science.....	4	3	English II.....	3	3
Speech.....	3	3	Principles of Geography..	3	3
Biological Science I.....	4	3	Biological Science II....	4	3
Health Education I, including Physical Education and Personal Hygiene.....	4	2	Health Education II, including Physical Education and Personal Hygiene.....	4	2
Place and Purpose of Education in the Social Order, including School Visitation.....	3	2	History of Civilization..	4	4
Appreciation of Music..	3	2	Appreciation of Art.....	3	2
	<hr/>	<hr/>		<hr/>	<hr/>
	21	15		21	17
Third Semester			Fourth Semester		
Literature I.....	3	3	Literature II.....	3	3
Economic Geography...	3	3	Principles of Sociology or Principles of Economics (2)	2	2
General Psychology.....	3	3	Educational Psychology..	3	3
Physical Science I.....	4	3	Physical Science II.....	4	3
Elective.....	4	4	Elective.....	6	6
	<hr/>	<hr/>		<hr/>	<hr/>
	17	16		18	17
Fifth Semester			Sixth Semester		
American Government, Federal, State and Local Teaching of Reading....	3	3	Child Psychology.....	3	3
Music I.....	4	2	Teaching of English, including Handwriting..	4	3
Art I.....	4	2	Music II.....	3	1½
Curriculum in Arithmetic	3	2	Art II.....	3	1½
School Law.....	1	1	Teaching of Health.....	3	2
Elective.....	3	3	U. S. History to 1865...	3	3
	<hr/>	<hr/>	Elective.....	3	3
	21	16		<hr/>	<hr/>
				22	17
Seventh Semester			Eighth Semester		
Educational Measurements.....	2	2	Student Teaching and Conferences.....	15	12
Curriculum in Elementary Science.....	4	3	Curriculum Materials, Selection and Adaptation.....	4	3
Visual Education.....	2	1		<hr/>	<hr/>
Children's Literature and Story Telling.....	3	3		19	15
Evolution of the American Public School....	2	2			
Philosophy of Education	2	2			
Elective.....	3	3			
	<hr/>	<hr/>			
	18	16			

Notes:

(1) Students who are candidates for the State Standard Limited Certificate must take as electives in the Second Year:

Teaching of Reading
Teaching of English
Curriculum in Arithmetic

(2) Students who are candidates for the State Standard Limited Certificate must take as electives in the Third Year:

Student Teaching—six semester hours
Curriculum in Elementary Science
Children's Literature and Story
Telling
Curriculum Materials

Electives

Pre-School Child.....	2	2
Kindergarten-Primary Theory.....	2	2
U. S. History since 1865	3	3
Special Education.....	3	3
Child Adjustment.....	3	3
Diagnostic and Remedial Instruction in Reading	3	3
Parent Education.....	3	3
Handicrafts.....	4	2
Descriptive Astronomy..	2	1

Courses in Speech or other approved courses from subject fields

INTERMEDIATE CURRICULUM

Grades 4, 5 and 6

(Sequence of Courses subject to change for administrative reasons)

First Semester			Second Semester		
	<i>Periods</i>	<i>Credits</i>		<i>Periods</i>	<i>Credits</i>
English I, including Library Science.....	4	3	English II.....	3	3
Speech.....	3	3	Principles of Geography..	3	3
Biological Science I....	4	3	Biological Science II....	4	3
Health Education I, including Physical Education and Personal Hygiene.....	4	2	Health Education II, including Physical Education and Personal Hygiene.....	4	2
Place and Purpose of Education in the Social Order, including School Visitation.....	3	2	History of Civilization..	4	4
Appreciation of Music..	3	2	Appreciation of Art.....	3	2
	21	15		21	17
Third Semester			Fourth Semester		
Literature I.....	3	3	Literature II.....	3	3
Economic Geography...	3	3	Principles of Sociology or Principles of Economics	(2)	(2)
General Psychology.....	3	3	Educational Psychology..	3	3
Physical Science I.....	4	3	Physical Science II.....	4	3
Elective.....	4	4	Elective.....	6	6
	17	16		18	17
Fifth Semester			Sixth Semester		
American Government—Federal, State and Local	3	3	Child Psychology.....	3	3
Teaching of Reading....	3	3	Teaching of English, including Handwriting..	4	3
Music I.....	4	2	Music II.....	3	1½
Art I.....	4	2	Art II.....	3	1½
Curriculum in Arithmetic	3	2	Teaching of Health.....	3	2
School Law.....	1	1	U. S. History to 1865...	3	3
Elective.....	3	3	Elective.....	3	3
	21	16		22	17
Seventh Semester			Eighth Semester		
Educational Measurements.....	2	2	Student Teaching and Conferences.....	15	12
Curriculum in Elementary Science.....	4	3	Curriculum Materials, Selection and Adaptation.....	4	3
Visual Education.....	2	1		19	15
Children's Literature and Story Telling.....	3	3			
Evolution of the American Public School...	2	2			
Philosophy of Education	2	2			
Elective.....	3	3			
	18	16			

Notes:

(1) Students who are candidates for the State Standard Limited Certificate must take as electives in the Second Year:

Teaching of Reading
Teaching of English
Curriculum in Arithmetic

(2) Students who are candidates for the State Standard Limited Certificate must take as electives in the Third Year:

Student Teaching—sixsemester hours
Curriculum in Elementary Science
Children's Literature and Story
Telling
Curriculum Materials

Electives

Teaching of Arithmetic..	3	3
Civic Education.....	3	3
U. S. History since 1865	3	3
Industrial Arts.....	4	2
Geography of Western Hemisphere.....	3	3
Geography of Eastern Hemisphere.....	3	3
Descriptive Astronomy..	2	1

Courses in Speech or other approved courses from subject fields

RURAL SCHOOL CURRICULUM

Grades 1 through 8

(Sequence of Courses subject to change for administrative reasons)

First Semester			Second Semester		
	<i>Periods</i>	<i>Credits</i>		<i>Periods</i>	<i>Credits</i>
English I, including Library Science.....	4	3	English II.....	3	3
Speech.....	3	3	Principles of Geography..	3	3
Biological Science I.....	4	3	Biological Science II....	4	3
Health Education I, including Physical Education and Personal Hygiene.....	4	2	Health Education II, including Physical Education and Personal Hygiene.....	4	2
Place and Purpose of Education in the Social Order, including School Visitation.....	3	2	History of Civilization..	4	4
Appreciation of Music..	3	2	Appreciation of Art.....	3	2
	21	15		21	17
Third Semester			Fourth Semester		
Literature I.....	3	3	Literature II.....	3	3
Economic Geography...	3	3	Principles of Sociology or Principles of Economics (2)	2	2
General Psychology.....	3	3	Principles of Economics (2)	(2)	(2)
Physical Science I.....	4	3	Educational Psychology..	3	3
Elective.....	4	4	Physical Science II.....	4	3
	17	16	Elective.....	6	6
				18	17
Fifth Semester			Sixth Semester		
American Government—Federal, State and Local	3	3	Child Psychology.....	3	3
Teaching of Reading....	3	3	Teaching of English, including Handwriting..	4	3
Music I.....	4	2	Music II.....	3	1½
Art I.....	4	2	Art II.....	3	1½
Curriculum in Arithmetic	3	2	Teaching of Health.....	3	2
School Law.....	1	1	U. S. History to 1865...	3	3
Elective.....	3	3	Elective.....	3	3
	21	16		22	17
Seventh Semester			Eighth Semester		
Educational Measurements.....	2	2	Student Teaching and Conferences.....	15	12
Curriculum in Elementary Science.....	4	3	Curriculum Materials, Selection and Adaptation.....	4	3
Visual Education.....	2	1		19	15
Children's Literature and Story Telling.....	3	3			
Evolution of the American Public School....	2	2			
Philosophy of Education	2	2			
Elective.....	3	3			
	18	16			

Notes:

(1) Students who are candidates for the State Standard Limited Certificate must take as electives in the Second Year:

Teaching of Reading
Teaching of English
Curriculum in Arithmetic

(2) Students who are candidates for the State Standard Limited Certificate must take as electives in the Third Year:

Student Teaching—six semester hours
Curriculum in Elementary Science
Children's Literature and Story
Telling
Curriculum Materials

Electives

Rural Sociology.....	3	3
Rural School Problems..	2	2
Agriculture and Nature.	3	2

Any other electives approved for
Kindergarten or Grades 1, 2, 3, 4, 5
and 6

SECONDARY EDUCATION CURRICULUM

(Sequence of Courses subject to change for administrative reasons)

First Semester			Second Semester		
	<i>Periods</i>	<i>Credits</i>		<i>Periods</i>	<i>Credits</i>
English I, including Library Science.....	4	3	English II.....	3	3
Speech.....	3	3	Principles of Geography..	3	3
Biological Science I.....	4	3	Biological Science II....	4	3
Health Education I, including Physical Education and Personal Hygiene.....	4	2	Health Education II, including Physical Education and Personal Hygiene.....	4	2
Place and Purpose of Education in the Social Order, including School Visitation.....	3	2	History of Civilization..	4	4
Appreciation of Music..	3	2	Appreciation of Art.....	3	2
	<hr/>	<hr/>		<hr/>	<hr/>
	21	15		21	17
Third Semester			Fourth Semester		
Literature I.....	3	3	Literature II.....	3	3
Economic Geography...	3	3	Principles of Sociology or Principles of Economics	(2)	(2)
General Psychology.....	3	3	Educational Psychology..	3	3
Physical Science I.....	4	3	Physical Science II.....	4	3
Elective.....	4	4	Elective.....	6	6
	<hr/>	<hr/>		<hr/>	<hr/>
	17	16		18	17
Fifth Semester			Sixth Semester		
American Government—Federal, State and Local	3	3	Problems of Junior-Senior High School.....	2	2
School Law.....	1	1	Adolescent Psychology..	2	2
Educational Measurements.....	2	2	Electives.....	12	12
Electives.....	10	10		<hr/>	<hr/>
	<hr/>	<hr/>		16	16
	16	16			
Seventh Semester			Eighth Semester		
Evolution of the American Public School....	2	2	Student Teaching and Conferences.....	15	12
Visual Education.....	2	1	Curriculum Materials, Selection and Adaptation.....	4	3
Guidance.....	2	2		<hr/>	<hr/>
Philosophy of Education	2	2		19	15
Electives.....	9	9			
	<hr/>	<hr/>			
	17	16			

Notes:

(1) The electives in the first two years shall consist of such approved courses as will meet the needs of the student's future program of studies.

(2) The electives in the last two years shall be selected with reference to the field of service for which the prospective teacher is preparing.

Areas of Concentration in the Secondary Field

Each prospective teacher enrolled in the secondary curriculum is required to complete one field of at least twenty-four semester hours and at least one field of not fewer than eighteen semester hours.

As early as possible in the student's enrollment he must demonstrate competence in the fields chosen before permission is granted to complete requirements for certification.

ENGLISH FIELD

	<i>Periods</i>	<i>Credits</i>
Required—18 semester hours		
English I.....	3	3
English II.....	3	3
Literature I.....	3	3
Literature II.....	3	3
English Philology.....	3	3
Advanced Composition.....	3	3
Electives—6 semester hours		
Shakespeare.....	3	3
Short Story.....	3	3
Modern Novel.....	3	3
World Literature.....	3	3
Contemporary Poetry.....	2	2
Victorian Prose and Poetry.....	3	3
Journalism.....	2	2
Pre-Shakespearean Literature.....	2	2
Romantic Period.....	3	3
Essay.....	3	3
Modern Drama.....	2	2
19th Century Novel.....	3	3

FOREIGN LANGUAGES

The department of French would like to serve adequately three groups of students: all who desire some elementary knowledge of the language for their own general educational background; those who wish French only as related to their chosen fields; and, finally, those students who are preparing to become teachers of French. This last group studies how to make the subject vital to high school students and extends his own acquaintance with the language by using it as the oral and written medium through which to examine the civilization and literature of France. Every student of this last group is given an opportunity to teach classes in the local high school.

The Latin courses are planned definitely for those students who propose to become teachers of the subject. The newest methods are discussed and evaluated and an opportunity is given to use these methods in the local high school. Attention is focused upon the Latin language and literature as they re-appear in living languages and literatures, and upon Roman social and political customs as reflected in our daily lives. The department would welcome a demand for classes open to those who are specializing in other languages but who have not previously studied Latin.

FRENCH FIELD

	<i>Periods</i>	<i>Credits</i>
Required —18 semester hours		
Elementary French.....	6	6
19th Century and Contemporary French Prose and Poetry....	6	6
Outline Course in French Literature.....	3	3
17th Century French History and Literature-Composition....	3	3
Electives —6 semester hours		
Romantic and Realistic Movements in French Literature.....	6	6
The French Novel.....	3	3
French Drama.....	3	3

GEOGRAPHY FIELD**Required**—18 semester hours*Periods Credits*

Principles of Geography.....	3	3
Economic Geography.....	3	3
Geography of U. S. and Canada.....	3	3
Geography of Latin America.....	3	3
Geography of Europe.....	3	3
Geography of the Pacific Realm.....	3	3

Electives—6 semester hours

Climatology and Meteorology.....	3	3
Physiography.....	3	3
Conservation of Natural Resources.....	3	3
Field Courses (to be approved).....	3	3
Commercial and Industrial Geography.....	3	3
Trade and Transportation.....	3	3

MATHEMATICS FIELD**Required**—18 semester hours

College Algebra I.....	3	3
College Trigonometry.....	3	3
Analytic Geometry.....	3	3
Calculus I.....	3	3
Calculus II.....	3	3
Statistics.....	3	3

Electives—6 semester hours

College Algebra II.....	3	3
Synthetic Geometry.....	3	3
History of Mathematics.....	3	3
Applied Mathematics.....	3	3

BIOLOGY FIELD*Periods Credits***Required—18 semester hours**

Biological Science.....	8	6
Advanced Botany.....	8	6
Advanced Zoology.....	8	6

Electives—6 semester hours

Physiology.....	4	3
Bacteriology.....	4	3
Comparative Anatomy.....	4	3
Histology.....	4	3
Genetics.....	3	3
Embryology.....	4	3
Entomology.....	4	3

CHEMISTRY FIELD**Required—18 semester hours**

Physical Science.....	8	6
Inorganic Chemistry.....	8	6
Qualitative Analysis.....	4	3
Quantitative Analysis.....	4	3

Electives—6 semester hours

Organic Chemistry.....	4	3
Physical Chemistry.....	4	3
Industrial Chemistry.....	4	3
Physiological Chemistry.....	4	3
Food Chemistry.....	4	3
Colloidal Chemistry.....	4	3

SCIENCE FIELD**Required**—18 semester hours

	<i>Periods</i>	<i>Credits</i>
Biological Science.....	8	6
Physical Science.....	8	6
Qualitative Analysis.....	4	3
Advanced Physics.....	4	3

Electives—6 semester hours

Descriptive Astronomy.....	2	1
Physical Chemistry.....	4	3
Organic Chemistry.....	4	3
Quantitative Analysis.....	4	3
Mechanics.....	4	3
Magnetism and Electricity.....	4	3
Hydrostatics.....	4	3
Physiology.....	4	3
Comparative Anatomy.....	4	3
Histology.....	4	3
Physiography.....	3	3
Geology.....	4	3

PHYSICS FIELD**Required**—12 semester hours

Physical Science.....	8	6
Advanced Physics.....	8	6

Electives—12 semester hours

Mechanics.....	4	3
Heat.....	4	3
Magnetism and Electricity.....	4	3
Hydrostatics.....	4	3
Optics.....	4	3
Modern Physics.....	4	3
Pneumatics.....	4	3

SOCIAL STUDIES

SOCIAL STUDIES		
	<i>Periods</i>	<i>Credits</i>
Required —18 semester hours		
History of Civilization.....	4	4
Sociology or Economics.....	2	2
American Government.....	3	3
U. S. History before 1865.....	3	3
Social and Industrial History of U. S.....	3	3
Modern European History.....	3	3
Electives —6 semester hours		
Early European History.....	3	3
Principles of Economics.....	2	2
Principles of Sociology.....	2	2
Latin American History.....	3	3
Comparative Government.....	3	3
European History since World War.....	3	3
Origin of Social Institutions.....	3	3
History of England.....	3	3
U. S. History since 1865.....	3	3
History of the Far East.....	3	3
History of Pennsylvania.....	3	3
History of Ethics.....	3	3
Renaissance and Reformation.....	3	3
Industrial Relations.....	3	3

HEALTH AND PHYSICAL EDUCATION CURRICULUM

(Sequence of Courses subject to change for administrative reasons)

First Semester			Second Semester		
	<i>Class</i>	<i>Semester</i>		<i>Class</i>	<i>Semester</i>
	<i>Hours</i>	<i>Hours</i>		<i>Hours</i>	<i>Hours</i>
English I, including Li-			English II	3	3
brary Science	3	3	Biological Science II . . .	4	3
Biological Science I	4	3	Chemistry of Nutrition . .	4	3
Chemistry	4	3	Appreciation of Art	3	2
Personal Hygiene	3	3	Place and Purpose of		
Appreciation of Music . . .	3	2	Education in the Social		
Physical Education Acti-			Order, including School		
vities	9	3	Visitation	3	2
	—	—	Introduction to Physical		
	26	17	Education	1	1
			Physical Education Acti-		
			vities	9	3
				—	—
				27	17
Third Semester			Fourth Semester		
Literature I	3	3	Hygiene (Community) . .	3	3
Physiology I	3	3	Physiology II	3	3
History of Civilization . .	2	2	History of Civilization . .	2	2
General Psychology	3	3	Descriptive Anatomy . . .	3	3
Physical Education Acti-			Physical Education Acti-		
vities	6	2	vities	6	2
Elective	3	3	Elective	3	3
	—	—		—	—
	20	16		20	16
Fifth Semester			Sixth Semester		
Speech	3	3	Physical Education Tests	3	3
Economic Geography . . .	3	3	American Government . .	3	3
Mechanical Analysis of			Mechanical - Anatomical		
Activities	2	2	Analysis of Activities . .	2	2
Physical Education Acti-			Principles of Sociology or		
vities	9	3	Principles of Economics	2	2
Elective	4	4	Physical Education Acti-		
	—	—	vities	9	3
	22	15	Elective	3	3
				—	—
				22	16
Seventh Semester			Eighth Semester		
Philosophy of Education	2	2	Student Teaching and		
Leadership in Protective			Conference	18	12
Procedures	2	2	Curriculum Materials . .	4	4
Nature and Function of				—	—
Play	2	2		22	16
Festivals and Pageants . .	2	2			
Organization and Ad-					
ministration of Physi-					
cal Education	4	4			
Visual Education	2	1			
Physical Education Acti-					
vities	6	2			
	—	—			
	20	15			

TEACHER EDUCATION CURRICULUM in MUSIC EDUCATION

(Sequence of Courses subject to change for administrative reasons)

First Semester			Second Semester		
	<i>Class</i>	<i>Semester</i>		<i>Class</i>	<i>Semester</i>
	<i>Hours</i>	<i>Hours</i>		<i>Hours</i>	<i>Hours</i>
English I, including Li- brary Science.....	4	3	English II.....	3	3
Place and Purpose of Education in the Social Order, including School Visitation.....	3	2	Speech.....	3	3
Harmony I.....	3	3	Harmony II.....	3	3
Solfeggio I.....	3	2	Solfeggio II.....	3	2
Ear Training I.....	3	2	Ear Training II.....	3	2
Private Study.....	9	3	Private Study.....	9	3
Health Education.....	2	1	Health Education.....	2	1
	<hr/>	<hr/>		<hr/>	<hr/>
	27	16		26	17
Third Semester			Fourth Semester		
Appreciation of Art.....	3	2	Principles of Sociology..	2	2
History of Civilization..	4	4	Literature I or II.....	3	3
Harmony III.....	2	2	Harmony IV.....	2	2
Solfeggio III.....	3	2	Elements of Conducting..	2	2
Ear Training III.....	3	2	Methods and Materials I	4	3
Eurythmics I.....	2	1	Eurythmics II.....	2	1
Private Study.....	9	3	Private Study.....	9	3
	<hr/>	<hr/>		<hr/>	<hr/>
	26	16		24	16
Fifth Semester			Sixth Semester		
General Psychology.....	3	3	Educational Psychology..	3	3
Advanced Choral Con- ducting.....	3	3	Harmony VI.....	2	2
Harmony V.....	2	2	Advanced Instrumental Conducting.....	3	3
History and Appreciation of Music I.....	3	3	History and Appreciation of Music II.....	3	3
Methods and Materials II	4	3	Methods and Materials III.....	4	3
Private Study.....	9	3	Private Study.....	6	2
	<hr/>	<hr/>		<hr/>	<hr/>
	24	17		21	16
Seventh Semester			Eighth Semester		
Physical Science.....	4	3	Educational Measure- ments.....	2	2
Student Teaching and Conference.....	8	6	Student Teaching and Conference.....	7	6
Private Study.....	6	2	Private Study.....	6	2
Elective.....	4	4	Elective.....	5	5
	<hr/>	<hr/>		<hr/>	<hr/>
	22	15		20	15

DESCRIPTION OF COURSES BY DEPARTMENTS

ART

Art I—Elementary Industrial Art 2 credits

This course is designed to give experience in handling the various media such as paper, cardboard, thin wood, clay, weaving materials, etc., used in the elementary schools.

Art II—Elementary Drawing, Design and Color 1½ credits

This course establishes principles, develops skills and gives experience in handling the various media such as pencil, crayon, chalk, water-color, etc., in use in the public schools.

Art III—Teaching of Fine Arts in the Elementary School 2 credits

General principles underlying art teaching. Fundamental problems in organizing and evaluating art activities. Lectures, readings, reports, discussions, observation.

Art IV—The History and Appreciation of Art 2 credits

A survey of the essential periods of art throughout the ages. Illustrated lectures, reports, museum visits.

Handwriting 1 credit

This course makes a study of the fundamentals of practical writing. Attention is given to the mechanics of writing and to the psychological and pedagogical principles involved in the teaching of writing. The course has a two-fold purpose: (a) to give the student the ability to write well, (b) to develop the principles involved in teaching others to write well.

EDUCATION

Introduction to Teaching 3 credits

This is distinctly an orientation and guidance course. It deals particularly with the problems that face the student in understanding the nature and importance of the teaching profession and his own preparation for it. It involves a broad survey of the educational organization in the country at large with detailed reference to certain particular situations.

History and Philosophy of Education 4 credits

This is an integrated course attempting to bring into an organized whole the basic contributions of the history and the philosophy of education with a major emphasis upon philosophy. It aims to help the student focus his own thinking relative to the underlying purposes of education in a Democracy and to see how these affect the work of the teacher, the school, and the nature of the educational program. Certain important and practical features of Pennsylvania school law and practice will also be studied in light of their evolutionary development and their modern application.

Problems in Junior-Senior High School Education 3 credits

This course involves a consideration of the practical problems of development, organization, and management as they affect today's high school teacher at work. It will consider in detail such problems as marks and marking, modern disciplinary situations, student participation in school control, extra curricular activities, the changing curriculum, etc.

Principles of Education

3 credits

The purposes of this course will be to survey briefly the development and nature of secondary education in America, the nature of the secondary school population, and the adolescent boy and girl in particular. Special attention will be given to current and possible future trends.

Teaching of Primary Subjects

3 credits

This course is designed to give the students of the Kindergarten-Primary curriculum a brief but comprehensive acquaintance with the subjects taught in the primary grades. The subjects considered in detail are the teaching of Spelling, the teaching of Language, and the teaching of Geography. Special emphasis is given to the principles and philosophy of the activity program and to the development of unit work.

Teaching of Reading

3 credits

This is a course involving in particular the technique and methods of the teaching of reading activities from the Kindergarten through grade six. It covers the evolutionary development of reading, the place of reading activities in life, and certain of the physiological and psychological aspects of reading. Special attention is also given to the problems of material, to measurements of progress and to diagnosis and remedial methods. Demonstrations and discussions are important features of the course.

Psychology I

3 credits

This is a basic course in general psychology and is required for all fields of teaching. It deals with the brain and nervous system in all of their aspects and how these influence the behavior and learning of human individuals. Special emphasis is placed upon the consideration of the problems of children of a given age. For instance those pupils preparing to teach in high school will spend much of their time studying the traits of the adolescent, etc.

Educational Psychology

3 credits

This course aims to present the facts and principles of psychology in relation to present educational issues. Various practices in education will be evaluated in the light of these facts and theories. Several basal psychologies of learning will be considered, such as Thorndike's conditioned response, Gestalt, etc. Such topics as forgetting, intrinsic and extrinsic learning, individual differences, transfer of training, and personality will be considered.

Educational Measurements

2 credits

This course will consist of an examination, discussion, and evaluation of the various tests of intelligence and a discussion of the nature and distribution of intelligence. The various educational and achievement tests will also be considered in relation to their use, value and interpretation. The fundamentals of educational statistics will be studied in connection with their use in the testing program.

Character Education

3 credits

The course in Character Education will consider the nature of character and methods of diagnosing and developing characters. The term character is used here in its broadest sense, meaning a wholesome personality. Trips may be made to institutions dealing with disciplinary cases and those cases showing subnormality or insanity.

Visual Education

1 credit

This course includes the following units: values of visual aids, still and motion picture photography, slide making, mounting pictures, exhibits, and

specimens; making flat prints and enlargements; operating cameras, stereoscopes, lanterns and motion picture projectors; listing pictures, lantern slides and motion pictures appropriate to teaching situations, planning and taking a school journey making graphs, posters, etc., planning and financing a visual program. These topics are organized in project form. Students study the topics, then apply them in practice.

Pre-School Child

2 credits

This course is concerned with a study of the development of the child from birth to the kindergarten age. It will consist of detailed discussions and investigations of the physical, mental, emotional, and social factors that contribute to this development. Special attention will be given to the problems of the nursery school.

Student Teaching and Conference

14 credits

This course is a period of apprenticeship for the prospective teacher. It provides opportunity for the beginner to observe and to participate in a period of practice teaching under the sympathetic guidance of master teachers. Student teaching is carried on to meet the needs of each curriculum—Kindergarten-Primary, Intermediate, Rural, Secondary, Health Education and Public School Music.

Techniques of Teaching

2 credits

Techniques of Teaching parallels Student Teaching in each field—Elementary, Rural, Secondary, Health Education and Public School Music. The purpose of this course is to develop an organized body of principles of teaching and the fundamental techniques which conform to these principles.

Kindergarten-Primary Theory

2 credits

This course deals primarily with kindergarten-primary aims, purposes, techniques and equipment. Special attention is given to modern tendencies in kindergarten-primary practice, particularly to the relation of the kindergarten to the primary grades. Observation in the Demonstration School is a prominent feature of the course.

Guidance

2 credits

This course is designed to give a general view of all phases of the guidance program in the secondary school. The unit on educational guidance treats such topics as: interest tests and their use, colleges and their opportunities, educational opportunities other than college, financing educational plans, the college of the future. In vocational guidance techniques for developing and guiding the interests and abilities of individuals are stressed, the job analysis, the course in occupations, methods of teaching vocations, vocational tests. In social-moral guidance activities are presented to shed greater light upon the social development of the individual, the home room program, personality development, tests of social usage, the handbook. General administration, organization and curriculum in guidance completes the course.

ENGLISH

English I

3 credits

This course includes significant historical aspects of the English language, work in vocabulary enrichment, use of the dictionary, and unit studies in functional grammar.

English II

3 credits

This course stresses the interpretative side of English from the sentence to

the paragraph and to the composition as a whole. Analysis, outlining, and precis writing are practiced. Creative writing is primarily composition of an expository and descriptive nature. Prerequisite: English I.

English III 3 credits

A course in the writing of narration, description, and the essay, with special stress upon the principles of the formal and informal essay. Prerequisites: English I and II.

English Literature 3 credits

A rapid survey of English literature, concentrating on major figures and movements. An anthology is used.

American Literature 3 credits

A rapid survey of American Literature, concentrating on major figures and movements. An anthology is used.

Child Literature and Story Telling 3 credits

A survey of those stories, poems and fiction known as children's literature. Designed to help the teacher in service locate appropriate material for programs celebrating various occasions during the school year.

English Activities 3 credits

An introduction to Parliamentary Law and a course in the fundamentals of public speaking with emphasis upon the effective presentation of ideas.

Modern Novel 3 credits

A course in appreciation and designed to acquaint students with some of the important English and American novelists of the twentieth century. Representative novels by such writers as John Galsworthy, Arnold Bennett, H. G. Wells, Willa Cather, Edith Wharton, Ellen Glasgow, Sinclair Lewis and Theodore Dreiser are read and discussed.

Philology and Grammar 3 credits

This course includes the study of the history and development of the English language, and an intensive study of the essentials of English grammar, with the relation of these principles to the structure of sentences.

Contemporary Poetry 3 credits

This course considers the movements in poetry from 1850 to the present. It includes a study of the outstanding English and American poets of today.

Dramatic English 3 credits

A fundamental course in the theory and practice of acting and directing. It contains text material in technique; reading and discussion of examples of dramatic literature; student lectures on current events in the theatre and related topics; and laboratory practice in life study, pantomime, interpretation of lines and the production of one-act plays.

Foreign Classics—World Literature 3 credits

This course studies, in translation, the great classics of the world from ancient Greece through the Renaissance. Some attempt is made to recognize the indebtedness of English Literature to these masterpieces.

Victorian Prose and Poetry 3 credits

A survey of the literature of the Victorian period and a detailed study of eight prominent authors. Some attempt is made to show the beginnings of certain literary and social movements that affect present day thinking.

Speech Problems

2 credits

This course is designed to equip one with the knowledge and technique necessary to recognize and correct voice and speech defects. A permanent speech clinic organized to care for cases of defective speech within the college and the vicinity is operated in conjunction with this course.

Shakespeare

3 credits

This course includes a brief historical examination of Renaissance England, a survey of the Elizabethan theatre, biographical data and an intensive study of a number of the plays. Methods of selection, preparation and presentation of the plays for secondary students are discussed. Research, lectures and readings are the materials of the course.

Pre-Shakespearean Literature

3 credits

This course includes a study of the development of the drama in England from the Miracle play of the Middle Ages to the plays of Marlowe and Jonson in the Renaissance. The material consists of lectures, papers and an anthology of the plays.

Short Story

3 credits

This course is a survey of the short story as it has appeared in various literatures of the world. Although the contributions of foreign countries to the short-story form are studied, emphasis is placed upon the development and present trends of the short-story in America.

FOREIGN LANGUAGES

French I—Phonetics and Conversation

3 credits

A theoretical and practical study of the sounds of the language with exercises in pronunciation and intonation. To develop an ability to understand and express simple ideas there is conversation based on daily activities. Prerequisite: Two years of French taken before entering college. Those who desire French as one of their elective fields should begin French I as freshmen.

French II—Composition and Readings in the Short Story

3 credits

This course trains for free composition although it reviews the student's grammatical knowledge by considering methods of teaching same in secondary schools. Extensive and intensive reading includes a study of methods of handling texts. Daudet, Maupassant, Balzac, Zola. Prerequisite: French I.

French III—The Pre-War Novel; Composition

3 credits

This course is conducted entirely in French and the development of the novel is traced from the Middle Ages to the end of the World War. Readings from Loti, France Bourget and Rolland. The composition continues that of French II. Prerequisite: French I and II.

French IV—French Romanticism

3 credits

A study of the development of this movement with readings in prose and poetry of the eighteenth and nineteenth centuries. "Explication de textes", the method prevalent in France, is used. Prerequisite: French I and II.

French V—French Classical Prose

3 credits

An anthology of the literature of the Middle Ages furnishes an introduction to the course; masterpieces of the period are discussed and importance is given to the social and historical background. Prerequisite: French I and II.

French VI—Drama of the Seventeenth Century 3 credits

This includes a study of the theatre in France with careful readings of the works of Corneille, Moliere and Racine. A general bibliography useful for students of French is compiled and criticised.

French VII—Eighteenth Century Philosophers 3 credits

Problems in Method. Special attention to correlation of French with other subjects.

French VIII—Literature of Today 3 credits

This course is made to comply with the individual needs and interests of those selecting it.

Latin I—Ovid's Metamorphoses 3 credits

Recognition of forms; comprehension of syntax; Roman mythology; meter of Ovid and Virgil; pronunciation; vowel length; how to teach forms and syntax.

Latin II—Livy 3 credits

Short review of Roman history; maps; military tactics, equipment, organization, etc.; warfare as seen in Punic and Gallic wars; how to acquire and teach vocabularies.

Latin III—Cicero's De Amicitia and De Senectute; selected letters 3 credits

Schools; training for public life; life and public career of Cicero; public offices and titles defined; Cicero's friends; Roman philosophy, religion, divination, etc. How to handle Latin readings. Methods discussed will be applied to material read in class.

Latin IV—Odes and Satires of Horace 3 credits

Emphasis placed on Horace in other world literatures. Meters of Horace; Horace in English Literature; Roman travel, medicine, dentistry, home and family, food; map of Horace's journey. Justification of study of Latin; objectives; class-room projects; sight reading.

Latin V—Plautus and Terence and the Roman theatre 3 credits

Roman dress, amusements, holidays, monetary system, calendar. Review idioms and exercises on Caesar and Cicero. Individual problems in student teaching; current magazine articles.

Latin VI—Survey Course in History of Latin Literature 3 credits

Reading of authors not dealt with previously, Lucretius, Catullus, Martial, Tacitus, Juvenal, Pliny, etc. Bibliography for problems arising in teaching of Caesar, Cicero and Virgil and the re-reading of parts of these at sight. Discussion of text books.

GEOGRAPHY

Principles of Geography 3 credits

An introductory course leading to an understanding of geography as a science of relationships between man and his natural environment through a study of outstanding adjustments to the natural environment in various parts of the world.

Physiography 3 credits

Deals with investigations of the physical features of the earth and their relation to life, particularly man. A fundamental part of geography and essential to scientific geographic understanding.

Geography of Europe

3 credits

A geographic analysis and interpretation of natural, political and economic regions of Europe followed by a study of work and population patterns of Europe as a whole. European spheres of influence are introduced.

World Problems in Geography

3 credits

This course, complementary to the course in Principles of Geography, attempts to show, geographically, the chief historic, current and emerging world problems, especially those having great influence on our own national development and to present the relationships of man to his environment in each problem area. Required in the Secondary Education Curriculum.

Geography of Pacific Realm

3 credits

A study of the major regions of Asia, Africa, Australia, and islands of the Pacific and Indian Oceans from the viewpoint of outstanding relationships between cultural and natural landscapes.

Economic Geography

3 credits

Develops understanding of world patterns of present and potential producing and consuming areas through study of regional work activities in their natural environmental and inter-regional relationships.

Climatology and Meteorology

3 credits

A systematic study of atmospheric phenomena and a description and geographic interpretation of the major climatic regions of the world.

Geography of Eastern Hemisphere

3 credits

An analysis of the relationships between cultural and natural layouts of major regions, natural, political, economic, of the Eastern Hemisphere; of the continents of this hemisphere; and of the hemisphere as a whole.

Geography of Pennsylvania

3 credits

A study of (1) major work activities from standpoint of geographic planning, (2) how these activities bring Pennsylvania into relation with other parts of the United States and the rest of the world, and (3) work and population patterns in their world relations.

Field Course in Geography

3 weeks, 3 credits 6 weeks, 6 credits

A survey of economic geography and physiography of selected regions by means of actual observation and research. Field courses include following regions: Pennsylvania and adjoining areas; Northeastern United States; Middle Atlantic and Southern Appalachian regions; and Western United States. (For itinerary and other information write to Dean W. W. Menhennett, State Teachers College, West Chester, Pa.)

Geography of Western Hemisphere

3 credits

A study and interpretation of the major regions of the United States, Canada, and Latin America from the viewpoint of the relationship between life activities and environment. Required in the Elementary Curriculum.

Geography of United States and Canada

3 credits

Aims to acquaint the students with the adjustments which man has made to his environment in the several sections of these areas, and to show the need for conservation of resources in these areas. Required elective in field of Geography.

Geography of Latin America

3 credits

A study of man's adjustments to environment in Mexico, Middle and South America, emphasizing the mutual benefits to be derived from amicable relations between United States and the various countries of Latin America. Required elective in the field of Geography.

Geographic Influences in American History *

3 credits

A study of how the geographic conditions of America influenced American History. Creates an appreciation of the parts played by nature and society in the development of our social life.

HEALTH AND PHYSICAL EDUCATION

Gymnastic Activities I and II

1 credit each semester

This is an introductory course which includes formal gymnastics: marching, field ball, volleyball, apparatus work, elementary stunts, tumbling, boxing, speed ball and tennis. The men students are required to pass a minimum number of safety skills on the apparatus.

Gymnastic Activities III and IV

1 credit each semester

The first semester is devoted to beginners clogging and tap dancing. During the second semester practice teaching using the materials learned in the first year is required in small units. Advanced work is given in games, stunts, relays, wrestling and apparatus work. The women students are given instruction and practice in tennis as well as work in pyramid building.

Gymnastic Activities V and VI

1 credit each semester

Methods of teaching gymnastics and nomenclature of apparatus exercises are emphasized in this course. Informal methods and natural activities are studied and presented by student teachers to their own units. Advanced apparatus is taught and certain skills are required from each student. The women students are required to learn soccer football and various individual sports, i. e., jump rope, hop scotch, hand ball, advanced tennis, hand tennis, etc.

Gymnastic Activities VII and VIII

1 credit each semester

Theory and methods of different systems of gymnastics are studied and practiced. Planning demonstrations for schools and originating games is also required. Practice teaching and discussion of speed ball, tennis, schoolroom activities are required of the women students.

Athletic Activities I and II

1 credit each semester

This course is designed to give instruction in the fundamentals of football, basketball, baseball and track. Lectures on rules and techniques with special emphasis placed on the development of skill. The women students will receive instruction in field hockey, basketball and baseball, and, in addition will have individual sports like hand ball, hand tennis, bowling, etc.

Athletic Activities III and IV

1 credit each semester

This course is designed to give instruction in the fundamentals of football, soccer, basketball, track, badminton, archery, bowling, tennis, hand ball, etc. The women students receive instruction in field hockey in addition to the individual sports listed above. Spalding guides in the above sports are required.

Athletic Activities V and VI

1 credit each semester

This course is designed to present advanced technique and strategy of football, basketball, baseball and track. Team play is emphasized here. The

material is covered in a manner that gives the students the coaching point of view. Methods of coaching field hockey, basketball and baseball are presented to the women students and practice in officiating under supervision is emphasized.

First Aid

1 credit

This course is to acquaint the student with the bodily structures, pressure points, knowledge of which is necessary in the application of first aid measures. The use of splints, various types of bandaging and treatment for various accidents are discussed and practice is given where possible. Lectures, discussions, demonstrations and projects are the methods used in covering this course.

Acquatic Activities I and II

1 credit each semester

The course in swimming will include practice and techniques in teaching a variety of swimming strokes, stunts, and water games. It will include the American Red Cross Life Saving Test as well as the new Intercollegiate Life Saving Test. Emphasis will be placed on coordination, timing, safety, and emotional development. How to teach swimming will be emphasized throughout the second semester.

Physical Education I, II, III and IV

1 credit each semester

This course aims to give the student a knowledge of sports and games which will enrich their use of leisure time both during and after college years. It also aims to provide vigorous indoor and outdoor exercise which will be beneficial to the health of the students. The course also guides the student in the selection of activities, their application to different age levels and also directs their practice teaching of these activities so that they may carry out the program of physical education efficiently when they are teaching in the schools of the Commonwealth. Students enrolled in the Kindergarten-Primary, Intermediate, Rural, Secondary and Public School Music curricula are required to take Physical Education.

Eurythmics I and II

1 credit each semester

A study whose aim is the harmonious development of brain, muscles and sensibilities. The course emphasizes the realization of rhythm in bodily movements, and the perception of musical rhythm in muscular activity. It includes the fundamentals of musical form and the fundamentals of the dance with a study of their common elements. This course is required of students in the Public School Music Curriculum.

Principles and Methods of Coaching

2 credits

Principles governing the organizing of athletics for various age groups are presented. Instruction and practice in the methods and techniques of coaching the various sports is given, while advanced techniques and strategy of these sports is required of every student.

Physiology of Exercise

2 credits

Study of the reaction of the various bodily systems to muscular activity. Individual systems studied separately with the coordination of bodily activity stressed later. The elements of fatigue and staleness emphasized. Prerequisites: Anatomy and Physiology.

Individual Gymnastics

2 credits

The course deals with: a thorough study of good body mechanics and their influence on growth and development; common structural and functional deviations from the normal; the physical examination, including recognition of normal and abnormal types, methods of examining, record-keeping and follow-up work; classification of children for programs in Physical Education; types of programs for different groups; methods of teaching corrective and remedial Physical

Education; and, at the end of the semester, several lessons devoted to the principles and technique of massage as it applies to the injuries and abnormalities in the Physical Education field.

Play and Playgrounds

2 credits

The nature and function of play, emphasizing its need in, and influence upon, the normal development of the child, with a study of play activities of different age periods and in relation to sex and individual differences. The history and philosophy of play and play as the paramount element in education for leisure time in adulthood. The organization of, administration of, and program planning in play centers, such as playgrounds, community centers, camps, and clubs.

Dancing I and II

1 credit each semester

Fundamentals of rhythm in dance and music with a study of their common elements and relation to each other. The use of percussion and musical accompaniment in the dance. Clog and tap dancing, folk and athletic dancing and American country dancing, and the use of these in recreational programs. Technique and methods of teaching.

Administration and Supervision of Physical Education

2 credits

This course deals with the administrative relationships and procedures in the conduct of health and physical education programs in the public schools. The main topics considered are: underlying philosophy of Health and Physical Education; responsibility of the State for Education and for Health and Physical Education; gymnasium and pool facilities; class organization, direction and function of staff members; constructing and revising a course of study; supervision of athletics; organization of a health service; health supervision and health instruction; publicity and means of evaluating a program in Health and Physical Education; projects; reports and lectures.

Festivals and Pageants

2 credits

Theory and practical problems in stage movement and business; lighting; costume; and make-up. Material presented from the standpoint of the director of pageants in schools and playgrounds.

Hygiene I

3 credits

This course aims to create better personal habits, improve general attitudes toward health matters, and increase knowledge and understanding among the students in the following units of work: general introduction and short history of medicine; food and nutrition; prevention and control of disease; physical activity; fatigue and rest; stimulants and narcotics; fresh air and sunshine; the special senses; care of skin and clothing; mental hygiene; social hygiene; safety education. Term papers on community hygiene are required of each student and read by all. Special reports and written tests at regular intervals are required of all.

Hygiene II—School and Community Hygiene

3 credits

Lectures, discussions, and reports on the following topics: (1) Healthful School Environment which includes location of building; sanitation of building; safety in school and on the playground; school health service; health instruction in all grades stressing philosophy of health education, materials for the various grades and methods of teaching in the various grades. (2) A Healthful Community with emphasis on local, state and national agencies directly concerned with public health; the work of these agencies; private health organizations and their work; the responsibility of individuals to the health of the community.

MATHEMATICS

College Algebra I

3 credits

This course is designed for students majoring in Mathematics and the Physical Sciences but is primarily for the benefit of those students who are preparing to teach Mathematics in the high school. A thorough review is made of those topics which are usually included in high school Algebra. Special emphasis is placed upon the graph, the theory of exponents, the quadratic equations, inequalities, imaginary numbers, and progressions. The professional viewpoint is constantly emphasized and complete mastery of subject matter is required. This is a fundamental course and is a prerequisite for all work in Mathematics in the college.

College Algebra II

3 credits

This course is a continuation of Algebra I and is conducted on the same plan. It includes mathematical induction, variation, complex numbers, logarithms, theory of equations, theory of investment, partial fractions, determinants, permutations, combinations, the theory of probability, and higher equations. Prerequisite: Algebra I.

Plane Trigonometry

3 credits

This course is, in the main, a subject matter course embodying a comprehensive presentation of the following: trigonometric functions of an acute angle of a right triangle; the significance of positive and negative angles and of trigonometric angles in general; functions of ($\dots n \times 360$); functions of the sum of two angles, the difference of two angles, double angles and half angles; theory of logarithms; trigonometric identities; inverse trigonometric functions; solutions and areas of triangles by natural functions and by logarithmic functions; solutions and areas of triangles by natural functions and by logarithmic functions; solution.

Solid Geometry

3 credits

This course is given on the college level. It includes a thorough study of the subject matter of solid geometry and spherical geometry as found in the more advanced textbooks, together with the solutions of a considerable number and variety of original problems.

Analytic Geometry

3 credits

A course which takes up the study of the straight line, circle, parabola, ellipse, and hyperbola. Its aim is to show the relationships between geometry, trigonometry, and algebra and to furnish a background for the calculus and for the teaching of mathematics in the junior and senior high schools. Prerequisites: Algebra I and Trigonometry.

Calculus

3 credits

A course planned to give the student an idea of the nature of the calculus. In differentiation, the meaning of the derivative, the value and development of the formulas, the application to problems involving slopes, maxima, and minima, and mechanics are studied. The problem of integration is introduced, and applied to areas, volumes and other practical matters. Prerequisite: Analytic Geometry.

Teaching of Mathematics in the Junior and Senior High School

3 credits

This course is designed to give instruction in modern methods and techniques in teaching mathematics in the junior and senior high schools. It includes demonstrations and discussions of the organization of materials, class room procedure, and present trends in education. Methods of presenting arithmetic, intuitive geometry, algebra, and demonstrative geometry are included in the course.

Arithmetic I

3 credits

This course is required of all students preparing to teach arithmetic in the elementary and rural schools. It is planned to show the student that there is a definite need for arithmetic in the child's social life, and that the concrete number experiences of the child may be utilized. Modern methods of teaching arithmetic in grades one, two, and three are studied and are illustrated by demonstration lessons.

Arithmetic II

3 credits

This course is required of all students preparing to teach in the intermediate grades. A thorough review of subject matter is made and considerable time is devoted to studying methods of teaching arithmetic in grades four, five and six. The students in this course have the opportunity of observing in the Demonstration School.

MUSIC**Dictation I**

1½ credits

A study of tone and rhythm planned so that the student gains power to recognize, visualize, sing and write melodic phrases in all keys.

Dictation II

1½ credits

Dictation II completes the study of melodic dictation, giving special emphasis to the development of musical memory and the ability to write comparatively long melodic phrases after one hearing.

Dictation III

1½ credits

This course is designed to develop ability to recognize and write chord progressions, utilizing the various harmonies as they are successively acquired. This course supplements the corresponding semester course in Harmony.

Harmony I

3 credits

Harmony I includes introduction of tonic, dominant and subdominant harmonies in all inversions, with sevenths, and very simple chromatic alterations. The nonchordal tones are then presented. The course continues with melody writing and creative work using the above material.

Harmony II

3 credits

Harmony II includes introduction of supertonic, sub-mediant and mediant harmonies, with their 7ths and simple alterations. It also includes melody writing and creative work, using all diatonic harmonies and simple chromatic alterations with some simple pianistic harmonizations.

Harmony III

3 credits

Harmony III includes intensive study of chromatic harmony and chord species. This material is applied in various types of modulation. Original melody writing and modulation with this material is stressed.

Harmony IV—Keyboard Harmony

2 credits

Harmony IV includes application of knowledge of diatonic harmonies, non-chordal tones, easy chromatic chords to the keyboard. The work includes transposition, sequence building, melody harmonization, and creative work at the keyboard.

Harmony V—Form and Analysis

2 credits

Harmony V includes the study of compositions from the standpoint of formal construction and detailed harmonic analysis. The forms studied are: phrase, period, small forms, song-form with trio, rondo, sonata-allegro, variation.

Harmony VI—Composition

3 credits

Harmony VI includes creative application of material of all previous harmony courses in certain required forms and also in form and style desired by each individual student. This course also includes an introduction to some of the modern idioms.

Sight Reading I

1½ credits

Students learn to read at sight in all keys with sol-fa syllables and words, music of moderate tonal and rhythmic difficulty in both F and G clefs and in major and minor modes.

Sight Reading II

1½ credits

Open to students who have completed Sight Reading I. Chromatics and more difficult intervals and rhythms are presented for individual mastery in singing either words or syllables of two and three part songs.

Sight Reading III

1½ credits

Prerequisite: Sight Reading II. On completion of this course students should have the ability to read fluently and accurately all parts of all the music that is found in various texts of public school music.

Materials and Methods I

3 credits

A comprehensive study of the use of the child's singing voice in the primary grades, including the treatment of monotones; acquaintance with the best collection of rote songs and practice in choosing, memorizing, singing and presenting a large number of these songs; methods of presenting rhythm through singing games and simple interpretative movements; beginnings of directed music appreciation; foundation studies for later technical developments.

Materials and Methods II

3 credits

This course presents methods and materials covering every phase of work in the intermediate grades and analyzes the psychological principles underlying the presentation of these music materials. Attention is given to the study of the child voice. The development of part singing is an important phase of the work, and the organization and training of school choirs is emphasized. Observation is required.

Materials and Methods III

3 credits

This course deals with the organization, administration and content of required and elective courses in the Junior and Senior High School. Attention is given to the problem of the changing and changed voice. Special emphasis is made upon the choral organizations usually found in these schools. The integration of music with other subjects of the curriculum is stressed. Observation is required.

Music I—(For Groups I, II and III)

2 credits

This course places special emphasis upon song materials and correct singing. The following items are presented as fundamental elements of musical knowledge necessary to prospective teachers in elementary or intermediate grades: voice placing, and tone production; sight singing by syllable; elementary theory, including clefs, signatures, major and minor scales, meter rhythms, ear training and dictation. This course is a prerequisite for Music II.

Music II—(For Groups I, II and III)

1½ credits

This course is designed to meet the needs of the elementary grade teachers. It consists of a study of materials suitable for children in the primary, intermediate and rural grades; of the methods and devices used in teaching this

material; and of the use of the phonograph and the various phases to which its use may contribute.

History and Appreciation of Music

2 credits

This course deals with music as a real factor in life, thereby enriching the students' experience and understanding. The appreciation of music and its contributions are treated from a musical rather than a chronological point of view. The course builds an aesthetic love for music, establishes right attitudes, increases interest through participation and extends the repertory of musical literature. It also studies current musical developments and tendencies.

History and Appreciation of Music I and II

3 credits each semester

(For students in the Public School Music Curriculum only)

This course designed for students in music education necessarily treats the subject with a certain amount of historical and technical detail. At the same time, an attempt is made to place the emphasis on the musical and aesthetic aspects of the art. This course surveys music from its earliest beginnings through the classical school of the 18th century, the romantic school of the 19th century and to modern developments of the latest contemporary composers.

Conducting

2 credits

Principals of conducting; study of methods of conductors; adaptation of these methods to school situations; a study of the technique of the baton with daily practice; score reading; and making of programs. Selection of suitable material for school groups. Readings and reports.

Chorus

1 credit

A study of choral works with these topics especially stressed: breathing, interpretation, tone quality, enunciation, and diction. Works suitable for Junior and Senior High Schools and Teachers Colleges will be studied and special attention given to preparation and public performance of these works.

Instruments

The instrumental division of the music department offers the following: Class instruction in all the instruments of the band and orchestra. Symphony Orchestra and Symphonic Band which are open to all students who have the technical proficiency to qualify.

Elementary ensembles to give ensemble training to those who do not qualify for the symphonic organizations.

Instrumental Technique I and II

This course includes: a complete study of the theory of all instruments as to range, methods of transposition, etc.; materials and methods for instrumental supervision; arranging for complete and incomplete orchestra; instrumental scheduling to fit varied school curricula; and a study of class methods in instrumental instruction.

Piano, Organ and Voice

Each Music student is given private instruction in Piano, or Organ and Voice.

SCIENCE

Science I—Educational Biology

3 credits

A selection, from the many sub-divisions of biology, of those important facts, principles, and laws, which every prospective teacher should know, that

help to understand the child as a living and growing organism. Stresses the following topics: the interplay and effect of inheritance and environment on each other; the laws of inheritance; the causes of individual differences; the laws of growth and development; the structural, embryological, and paleontological background of man; cellular structure and function; the nervous system of the vertebrate; adaptation to environment; nature's and man's methods of production, selection, and improvement of varieties and species.

Science II—Physical Science

3 credits

A survey and orientation course in physical science. This is a non-mathematical course covering topics in astronomy, geology, chemistry and physics. Material is chosen to aid in the preparation of elementary and secondary science teachers and is enriched with much demonstration and laboratory work.

Science III—Nature Study

3 credits

The course in Nature Study aims to develop the scientific attitudes, methods and knowledges in relation to man and his environment. The problems and activities of the course are selected from the very day experiences of the individual. The professional aspects of the course consider the present methods and techniques of Science teaching in the elementary schools.

Teaching of Elementary Science

3 credits

A practical course in science for grades one through six. The Pennsylvania Bulletin, "Course of Study in Science", is used. Other elementary science courses are also studied. Nature keys, handbooks, demonstrations and references are used. Whenever possible this class works with a class of children from the Demonstration School.

Zoology I

3 credits

A study of the invertebrate phyla, except the Arthropoda. Lectures and recitations two hours; laboratory three hours.

Zoology II

3 credits

A study of the vertebrate phylum and the Arthropoda. Lectures and recitations two hours; laboratory three hours.

Botany I

3 credits

A study of the seed plants from the point of view of structure and function. Lectures and recitations two hours; laboratory three hours.

Botany II

3 credits

A study of the lower groups of the plant kingdom from the point of view of the evolution of structure. Lectures and recitations two hours; laboratory three hours.

Field Biology—Ecology

3 credits

A study of the plant and animal associations, distribution, and environmental factors concerned in the government of association and distribution. Lecture, recitation and field work. This course is offered as a free elective.

Anatomy I

3 credits

A study of comparative anatomy with emphasis on the knowledge of structures basic to applied anatomy. Foetal pigs and cats used for dissection. Lectures and recitations two hours; laboratory three hours.

Anatomy II—Kinesiology

2 credits

This course is designed to acquaint the student with the action of the principle muscles upon the joints of the body. The possibilities of joint movement and leverages are studied with the aim of applying them to the movements used in sports and gymnastics. The tension and relaxation of muscles is studied with a view as to their effect on coordination and posture. Prerequisite: Anatomy I.

Physiology

4 credits

A study of the functions of the human body. Special emphasis is placed on the physical and chemical laws applicable to such functions. Prerequisites: General Chemistry, and Anatomy I. One lecture, two recitations and two hours laboratory.

Chemistry I and II—Inorganic Chemistry

4 credits each semester

This is a typical college freshman course in general inorganic chemistry. It is enriched with demonstration material helpful to those who will teach in high school. Three hours class; three hours laboratory.

Chemistry of Nutrition

3 credits

This course includes a consideration of carbohydrates, fats, and proteins; their fate in metabolism; mineral metabolism; vitamins; dietary standards. Special consideration is given dieting; basal metabolism; goiter; anemia; thyroid; nutritional care of teeth; rickets. The laboratory work includes the study of carbohydrates, fats of milk, and water; identification of an unknown; use of basal metabolism apparatus; study of dietaries. Two hours lecture; two hours laboratory.

Analytical Chemistry

3 credits each semester

Qualitative analysis is offered during the first semester and quantitative analysis during the second semester. The course includes the fundamentals of analytic work and the analysis of simple mixtures such as dentrifices, cleansers and alloys. Offered during 1936-37.

Organic Chemistry I and II

3 credits each semester

This course includes the fundamentals of organic chemistry, aliphatics being studied the first semester and aromatics the second semester. This course alternates with the analytical chemistry. Offered during 1937-38.

Physics I

3 credits

A course in general college physics. Mechanics and heat.

Physics II

3 credits

A continuation of Physics I. Electricity, light and sound.

Physics III—Modern Physics

3 credits

A study of the development of physics since 1900. X-rays, radioactivity, vacuum tubes, atomic structure. Prerequisites: College Mathematics and General Physics.

Physics IV—Electricity

3 credits

A study of direct and alternating currents and the general theory of electricity. Prerequisite: General Physics and Calculus.

Physics V—Optics

3 credits

A study of geometrical and physical optics. Prerequisites: General Physics and College Mathematics.

Physics VI—Mechanics 3 credits
A course in general mechanics. Prerequisites: College Physics and Calculus.

Physics VII—Physical Chemistry 3 credits
General physical chemistry. Prerequisites: General Physics, General Chemistry and College Mathematics.

SOCIAL STUDIES

Educational Sociology 3 credits
The purpose of this course is to study social conditions in their relation to schools and in education in general; to study the variations of human nature; the effects of heredity and environment resulting from social grouping; to examine the nature of social mind; the causes and processes which develop a state of mind.

United States History I 3 credits
The purpose of this course is to have the students acquire a comprehensive knowledge of the subject matter of United States history. It gives the student a foundation to interpret later United States history. The course also includes History of Pennsylvania.

United States History II 3 credits
This course traces United States history since 1865 and stresses contemporary problems. It endeavors to trace the better ethical standards which our political, social and cultural institutions are striving to reach.

Economics 3 credits
The purpose of this course in pure economics is to study the fundamental principles at work in our industrial system and to suggest some major problems of applied economics.

American Government 3 credits
This course includes a study of the fundamental features of government in the United States. Its purpose is to present the basic principles of American National Government and also the machinery through which it works.

Early European History 3 credits
The purpose of this course is to trace the evolutionary development of the various elements of culture which have come down from the past and to provide a European background for the study of American history.

Modern European History 3 credits
This course traces European History from the Congress of Vienna, 1815, until the present time. Recent events are stressed and their causes are carefully traced.

Social and Industrial History of the United States 3 credits
This course is designed to give the prospective teacher a knowledge of the physical achievements of the people of the United States and the social changes that have been brought about by the industrial revolution; the advance in agriculture; the expansion of manufacturing and factory organizations; the service rendered to commerce by steam; the telegraph and electricity.

Political Science

3 credits

This is a course in comparative government, including a study of the governments of England, France, Switzerland, Italy, Germany, and the Soviet Union. Prerequisite: American Government.

History of Civilization

3 credits

The purpose of this course is to prepare for the teaching of various aspects of social group life. An analysis of the concept of civilization is followed by a study of various cultural developments in which an effort is made to find and evaluate the constant rather than the changing factors. This course should enable the teacher to make concrete and realistic the daily life of social groups to pupils studying world history in the elementary and secondary grades.

Civic Education in the Elementary Schools

3 credits

The purpose of this course is to equip the prospective teacher with a view of the whole problem of civic education and with a clear plan for organizing and putting into effect those projects, studies and responsibilities that develop a civic conscience and a civic attitude.

History of Latin America

3 credits

This course presents the survey of Latin-American history. The future promises to bring Latin-American countries into closer relation with the United States. The problem of maintaining friendly relations among the nations of the Americas will be made easier if a mutual understanding of their people and institutions can be brought about.

MINIMUM REQUIREMENTS FOR BEGINNING TEACHERS

Since September 1, 1927, graduation from a two-year Teachers College curriculum, or its equivalent, is necessary to secure a license to begin teaching in Pennsylvania, except in cases of emergency where qualified teachers are not available.

Paragraph 14, Section 1210—School Laws of Pennsylvania: "After the first day of September, one thousand nine hundred and twenty-seven, all persons receiving certificates to teach in the public school of the Commonwealth, except emergency certificates, as herein provided for, shall have the qualifications required herein of beneficiaries of the salary schedule."

"Qualifications" referred to in paragraph 14 are cited in paragraph 13 to "include not less than graduation from a State Normal School of this Commonwealth or equivalent training."

SUMMER SESSION OF 1937

(Summer School is Conducted on Daylight Saving Time)

Purpose

The summer session is maintained for the benefit of regular students and teachers in service. By taking advantage of the summer session, teachers can meet certificate regulations and gradually secure the professional training needed to meet the requirements for standard certification. Advanced courses are offered in the Summer Session for the benefit of teachers who desire to pursue courses in the advanced curricula or to secure credits toward a degree in education.

Date

The summer session, six weeks in length, opens Monday, June 21, and closes Saturday, July 31. Students should plan to reach West Chester not later than 3:00 p. m. Monday, June 21.

Advanced Health Education Courses for the Summer School

During the summer of 1937, the College plans to offer an extensive program in the health education curriculum. The courses to be offered will be of collegiate grade and will carry credit toward discharging the requirements for the B.S. Degree in the field of Health Education. This program will interest and appeal to the following groups of people:

1. Graduates of the three-year curriculum in health education who are planning to meet requirements for the degree in health education.
2. Graduates of other curricula who now plan to transfer to the health education curriculum.
3. Students who are at present enrolled in the health education curriculum and who wish to shorten the time to graduation.
4. Teachers in service who are called upon to teach and supervise health education and playground work and who desire to meet the state requirements for this work.

Advanced Music Courses for the Summer Session

During the coming Summer Session the College is offering courses in dictation, harmony, sight reading, form and analysis, conducting, band and orchestral instrumentation, history of music and appreciation, voice piano, and organ for music students desiring to work towards the degree of Bachelor of Science in Public School Music. These courses are offered especially for three classes of people: first, for those who have completed the three-year music courses in the State Normal Schools and Teachers Colleges of Pennsylvania; second, for supervisors of music in the elementary or secondary schools who are desirous of furthering their musical education or of securing their Bachelor's degree in this field; and third, for those who have done advanced or somewhat irregular work in music and who wish to continue their musical education in the four-year college curriculum.

Expenses and Fees

There is no tuition charge to legal residents of the Commonwealth of Pennsylvania. Board is \$7.00 a week; six weeks \$42.00. The activity fee is \$2.00. (See state regulations regarding fees, printed on page 37 in this catalog.) Books

must be purchased. They will cost approximately \$5.00. A fee of \$5.00 per semester hour of credit will be charged to cover instructional cost. The full expenses of the summer session must be paid on the day of registration. The minimum charge for instructional costs will be \$15.00.

Credit Secured in the Summer School

By action of the Board of Presidents of the State Teachers Colleges, no student will be allowed to secure more than six semester hours of credit in the summer session. All of the work of the summer session is of collegiate grade and college standards will be maintained.

Desirability of Location

Because of its location and environment, West Chester makes a strong appeal to those who desire to combine work with recreation during the summer.

1937 Summer Session Bulletin

More detailed information about the summer session may be obtained by writing to the President. A copy of the 1937 Summer Session Bulletin will be sent upon request.

TEACHERS COLLEGE AND NORMAL SCHOOL CERTIFICATES FOR TEACHERS IN SERVICE

The following conditions apply only to those persons who have taught in Pennsylvania public schools prior to July 1, 1922. (No credit will be allowed toward the completion of the entrance requirements or of the regular normal school course for teaching done after July 1, 1922.)

The sixteen units of high school work required for entrance to the State Teachers Colleges may be earned in approved high schools, summer schools, extension classes, correspondence study in institutions approved by the Department of Public Instruction in accordance with the following amendment:

After January 1, 1931, not more than the equivalent of three years of high school credit or fifty-four counts, may be earned by passing subjects in Pre-Professional Examinations. This does not apply to persons who have been assigned some credit prior to January 1, 1931. This means that persons applying for credit for the equivalent of a four-year high school course after January 1, 1931, must have credit for at least one year of approved work in an accredited school.

Entrance and college credits based on teaching experience will not be granted after September 1, 1927.

Credit for student teaching other than that done under the direction of the normal school or college shall not be approved.

Credit toward entrance or toward graduation with a degree will not be allowed for experience in teaching.

Credit for correspondence courses will be given in the two-year courses provided such courses were completed prior to September 1, 1927.

CORRESPONDENCE AND EXTENSION WORK

Extension courses permitted in the four-year curricula for the preparation of teachers of the public schools.

1. The committee recommends that extension credits be limited to twenty semester hours in the four-year curricula.
2. Any course in the four-year curricula may be offered by the State Teachers Colleges subject to the standards approved by the State Council of Education.
3. Credit for equivalent courses given by other institutions may be given subject to the twenty semester hour limit and provided the courses have been given in accord with the standards of the State Council of Education.
4. Extension credits previous to June 1, 1931, shall be in accord with the limited list in effect at that time.

Each semester a number of courses are offered evenings from 6:30 to 9:00 P. M. and on Saturday morning. These courses are planned for those teachers who are in service and who wish to continue their work toward the degree. The courses given are selected from the several curricula and are chosen with the idea in mind of accommodating as many teachers as possible.

The cost for these courses is at the rate of \$5.00 per semester hour of credit.

There is no charge made for Activity Fee for those people who are enrolled in these College Courses for Teachers. The payment of the Activity Fee, however, would entitle the student to participate in all student activities or college activities that are provided for by this fee.

Not more than six semester hours of credit shall be allowed for courses completed in any one semester by a student who, during such term, is a regularly employed full-time teacher.

The college gladly welcomes any suggestions for courses to be offered evenings and Saturdays. Such requests should be mailed to the Dean of Instruction.

ENROLLMENT BY CURRICULA

1936-37

	Male	Female	Total	Total by Curricula
First year Elementary.....	7	155	162	162
Kindergarten-Primary Curriculum:				
2nd Year.....	..	81	81	
3rd Year.....	..	40	40	
4th Year.....	..	30	30	
			—	151
Intermediate Curriculum:				
2nd Year.....	4	80	84	
3rd Year.....	2	28	30	
4th Year.....	..	35	35	
			—	149
Rural Curriculum:				
2nd Year.....	7	11	18	
3rd Year.....	3	4	7	
4th Year.....	1	2	3	
			—	28
Secondary Education Curriculum:				
1st Year.....	69	53	122	
2nd Year.....	67	38	105	
3rd Year.....	36	41	77	
4th Year.....	40	39	79	
			—	383
Health Education Curriculum:				
1st Year.....	43	23	66	
2nd Year.....	33	33	66	
3rd Year.....	26	12	38	
4th Year.....	10	18	28	
			—	198
Public School Music Curriculum:				
1st Year.....	27	42	69	
2nd Year.....	23	25	48	
3rd Year.....	11	18	29	
4th Year.....	13	20	33	
			—	179
College Graduates.....	2	10	12	
			—	12
	424	838	1262	1262

SUMMARY OF ENROLLMENT

1936-37

College Enrollment—Full-time Students.....	1262
College Courses for Teachers—Evening and Saturday classes.....	129
Total College Enrollment.....	1391
Enrollment in Summer School 1936.....	542
Enrollment in Post Summer Session 1936.....	82

ENROLLMENT BY COUNTIES

1936-37

Adams.....	6	Lebanon.....	13
Allegheny.....	5	Lehigh.....	32
Beaver.....	2	Luzerne.....	37
Bedford.....	5	Lycoming.....	7
Berks.....	36	McKean.....	1
Blair.....	9	Mifflin.....	8
Bradford.....	5	Monroe.....	4
Bucks.....	49	Montgomery.....	118
Cambria.....	4	Montour.....	1
Carbon.....	18	Northampton.....	26
Center.....	1	Northumberland.....	10
Chester.....	269	Perry.....	3
Clarion.....	1	Philadelphia.....	133
Clearfield.....	2	Potter.....	1
Columbia.....	1	Schuylkill.....	60
Cumberland.....	14	Somerset.....	1
Dauphin.....	30	Sullivan.....	1
Delaware.....	236	Susquehanna.....	2
Franklin.....	4	Union.....	1
Huntingdon.....	2	Washington.....	1
Indiana.....	2	Wayne.....	3
Jefferson.....	2	Westmoreland.....	4
Juniata.....	4	Wyoming.....	1
Lackawanna.....	19	York.....	22
Lancaster.....	25		
		Total from Pennsylvania.....	1241
		From other States.....	21
			1262

DEMONSTRATION SCHOOL

Kindergarten.....	29
First Grade.....	32
Second Grade.....	28
Third Grade.....	29
Fourth Grade.....	30
Fifth Grade.....	34
Sixth Grade.....	33
Total Enrollment.....	215

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State Teachers College
BULLETIN

Summer Session Number
APRIL, 1938



STATE TEACHERS COLLEGE
WEST CHESTER, PENNSYLVANIA

STATE TEACHERS COLLEGE BULLETIN

Volume LXVI

APRIL, 1938

Number 3

Summer Session Number

This College is a member of the American Association of Teachers Colleges and is rated as an "A" College without exception. The American Association of Teachers Colleges is one of the recognized rating agencies of educational institutions.

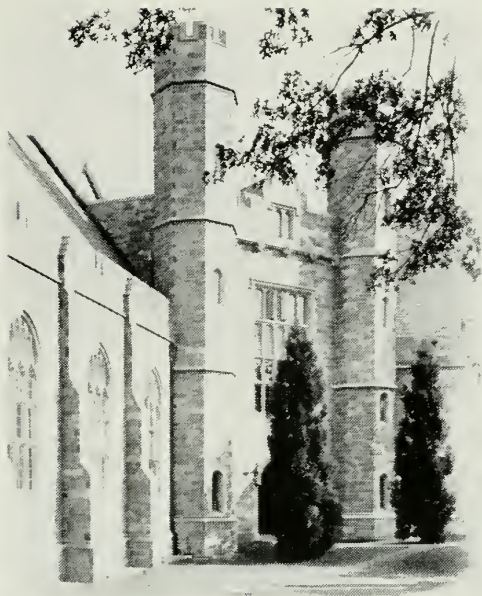
STATE TEACHERS COLLEGE
WEST CHESTER, PENNSYLVANIA

Issued four times a year, February, March, April and May by the Trustees of the State Teachers College at West Chester, Pennsylvania.

Entered as second class matter March 8, 1931, at the Post Office at West Chester, Pa., under the act of August 24, 1912.



View from Street, George Morris Philips Memorial Building, State Teachers College, West Chester, Pa.



Calendar

1938 Summer Session

Monday, June 20-----Registration
 Tuesday, June 21-----Classes begin in all departments
 Thursday, June 23-----Reception 7:00 to 9:00 P. M.
 Friday, July 29-----Graduation Exercises
 Saturday, July 30-----Summer Session Closes

1938-1939 CALENDAR

Tuesday, September 13-----First Semester Begins
 Wednesday, January 25-----Second Semester Begins

The regular college catalog will give detailed explanation of the various curricula and other information about the College. Application for a catalog may be made to the Registrar, State Teachers College, West Chester, Pa.

COLLEGE COURSES FOR TEACHERS

During the regular college year 1938-1939, college courses for teachers will be offered each night and Saturday morning for those who desire to continue their studies toward the completion of the Bachelor's degree. Information will be furnished as to the various courses, time, and place, upon application at the office of the Dean of Instruction of the State Teachers College, West Chester, Pa.

A charge of \$5.00 per semester hour of credit is made for College Courses for Teachers.

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Dean of Women, Summer Sessions

General Information

The twenty-sixth Summer Session of the State Teachers College at West Chester will open Monday, June 20, 1938, and continue until Saturday, July 30. Classes will be held on all week days except Saturday. Students will not be admitted later than July 1.

Prospective students are advised to enroll and make dormitory reservations as early as possible, as rooms are given out in order of application. Use blank in the back of this catalog for application, and enclose room reservation fee.

Credits

Students will be permitted to carry no more than six semester hours of work in the Summer Session.

Credit from other institutions will be evaluated in the office of the Dean of Instruction and the student advised of the number of semester hours of credit he must secure in order to complete any one of the four-year curricula.

The satisfactory completion of one Summer Session course will entitle the student to two or three hours of credit, depending upon the nature of the course. A statement of the courses on page 14 will indicate the hours of credit that may be earned in each course.

Courses Leading to the B. S. Degree for the Elementary and Secondary Fields

The State Teachers College at West Chester, because of the forward-looking policy of the State of Pennsylvania, is now able to offer all teachers, or others, advanced work leading to the degree of B.S. in Education, provided such persons have completed, in addition to an approved four-year high school course, any two-year normal course, and desire to continue their professional training.

Everyone recognizes that this movement for the better preparation of teachers is a wise and expedient one, primarily because it means better educational facilities for the children of the elementary schools. Already a number of states and communities have set their standards beyond the requirements of the two-year normal course. Philadelphia, for example, now requires three years. New York requires three years, with a probability that the Bachelor's degree will be necessary, and at no distant date, for those who desire to teach in the elementary grades. Cincinnati now requires five years of preparation beyond the high school for those who teach in the elementary schools of that city. These cases are cited merely to show the tendency in the direction of better prepared teachers. Pennsylvania may be expected to keep pace in this particular, with the most progressive of the states.

The advancement in professional requirements for teaching is almost always accompanied with an advance in salary. It may be noted also that many communities are establishing the single salary schedule for teachers in the elementary schools, the junior high schools, and the senior high schools, provided the length of the period of professional preparation is the same and on the same level for all.

CURRICULA OFFERED AT WEST CHESTER

A program of studies of the College embraces the following curricula :

1. A Four-Year Kindergarten-Primary Curriculum.

This curriculum is designed primarily for four years of pre-service training in Kindergarten-Primary Education and leads to the degree of Bachelor of Science in Education.

2. A Four-Year Intermediate Curriculum.

This curriculum is designed primarily for four years of pre-service training in Intermediate Education and leads to the degree of Bachelor of Science in Education.

3. A Four-Year Rural School Curriculum.

This curriculum is designed primarily for four years of pre-service training in Rural Education and leads to the degree of Bachelor of Science in Education.

4. A Four-Year Secondary School Curriculum.

This four-year curriculum is designed primarily to prepare for teaching in the Secondary Field and leads to the degree of Bachelor of Science in Education.

5. A Four-Year Health Education Curriculum.

This four-year curriculum is designed primarily for the preparation of supervisors and teachers of Health Education in public schools and leads to the degree of Bachelor of Science in Health Education.

6. A Four-Year Music Curriculum.

This four-year music curriculum is designed primarily to prepare teachers and supervisors of public school music and leads to the degree of Bachelor of Science in Public School Music.

TEACHERS COLLEGE AND NORMAL SCHOOL CERTIFICATES FOR TEACHERS IN SERVICE

The following conditions apply only to those persons who have taught in Pennsylvania public schools prior to July 1, 1922. (No credit will be allowed toward the completion of the entrance requirements or of the regular normal school course for teaching done after July 1, 1922).

The sixteen units of high school work required for entrance to the State Teachers Colleges and Normal Schools may be earned in approved high schools, summer schools, extension classes, correspondence study in institutions approved by the Department of Public Instruction in accordance with the following amendment:

After January 1, 1931, not more than the equivalent of three years of high school credit or fifty-four counts, may be earned by passing subjects in Pre-Professional Examinations. This does not apply to persons who have been assigned some credit prior to January 1, 1931. This means that persons applying for credit for the equivalent of a four-year high school course after January 1, 1931, must have credit for at least one year of approved work in an accredited school.

Entrance and normal school credits based on teaching experience will not be granted after September 1, 1927.

Credit for student teaching other than that done under the direction of the normal school or college shall not be approved.

Credit toward entrance or toward graduation with a degree will not be allowed for experience in teaching.

Credit for correspondence courses will be given in the two-year courses provided such courses were completed prior to September 1, 1927.

STATE REGULATIONS FOR RENEWAL OF PARTIAL CERTIFICATES

Subsequent renewals of the partial certificate require a rating of middle or better, and six semester hours of additional professional training.

The partial certificate will be converted into a standard certificate when the holder has the qualifications required for the standard certificate.

EVALUATION OF CREDENTIALS

Credentials of all students entering the State Teachers Colleges on the basis of an approved four-year preparation, are evaluated by the college; students not having an approved four-year preparation, or students whose preparation is irregular, shall have their credentials evaluated by the Credentials Bureau of the Department of Public Instruction.

Evaluation of credits cannot be made on enrollment day. This must be attended to prior to that day. The State Teachers College at West Chester will assist anyone who submits credentials early.



Leaving for One of the Trips



Students in Art Studio

Courses Offered

A wide selection of courses will be offered during the Summer Session of 1938. A variety of courses will be possible offerings in the following fields: Art, Education, English, Psychology, History, Social Studies, Mathematics, Geography, Science, French, Latin, Health and Physical Education, and Music. All courses offered will be of a college grade. These courses should be of particular interest to:

1. Those who have Partial Certificates which they desire to convert into a Standard Certificate.
2. Those who hold Standard Certificates and who desire to meet the requirements for college graduation and the College Certificate.
3. Those who hold College Certificates and desire to complete the courses necessary to make the College Certificate permanent.
4. Those who are graduates of a two-year curriculum and who desire to complete the requirements for the degree.
5. Those who desire to take additional work in order to secure certification in additional fields.
6. Those who wish to take courses in order to make themselves acquainted with the more recent developments in education.
7. Those who are college graduates and wish to meet the State requirements for certification.
8. Those who hold State Standard Limited Certificates and who desire to meet the requirements for renewal of this certificate.

1938 Summer Session Courses

During the Summer Session of 1938, the State Teachers College at West Chester is planning to offer two integrated programs that are distinctly new. These two programs have been originated with the idea of giving help to those teachers who may be called upon to work with the continuation high school pupils who will be forced back into the high school through the operation of a law passed by the recent legislature. Many people feel that the type of program which must be offered to these people who return to the high school should be of a different nature than the regular program. With this end in view, the two programs described below are planned for the Summer Session.

The first of these integrated programs will center around the Science Field but will be integrated with other fields and areas in order to make a worthwhile program for those boys and girls who are primarily interested in the Science Field. The second of these courses will be organized around the Social Studies Field. It, too, will be integrated with other areas and will make a worthwhile program for those continuation high school students who are primarily interested in the Social Studies Field.

These courses may be used as free electives or they may count as a part of the requirement for making the College Certificate permanent.

Methods and Techniques of Integrated Program

in Social Studies 3 credits

This course aims to train those working in the course to master the techniques and fundamental principles involved in handling projects, in giving interesting lectures and demonstrations, and in conducting panel conferences in this field. The student would learn how to prepare and conduct an integrated program that would appeal to the continuation high school students. In this program, constant attention would be directed to the needs of the student returning to the high school and the work would be kept as practical as possible, dealing with the everyday problems.

Methods and Techniques of Integrated Program in Science 3 credits

This course aims to train those working in the course to master the techniques and fundamental principles involved in handling projects, in giving interesting lectures and demonstrations, and in conducting panel conferences in this field. The student would learn how to prepare and conduct an integrated program that would appeal to the continuation high school students. In this program, constant attention would be directed to the needs of the student returning to the high school and the work would be kept as practical as possible, dealing with the everyday problems.

In cooperation with the State Teachers College at West Chester the University of Pennsylvania has made arrangements to offer two graduate courses on our Campus during the 1938 Summer Session. These courses may not be used as under-graduate credit at West Chester. Credit for these is given and accepted by the University of Pennsylvania.

GRADUATE COURSES OFFERED BY THE UNIVERSITY OF PENNSYLVANIA AT THE WEST CHESTER STATE TEACHERS' COLLEGE SUMMER 1938

The following basic courses applicable for credit for the Master of Science in Education and the Master of Arts degrees at the University of Pennsylvania are being offered by the Extension School of the University of Pennsylvania at the West Chester State Teachers' College during the regular Summer Session of 1938. The tuition costs are as follows: \$20.00 per course (of two semester credits). Two courses (four credits), \$35.00.

Education S50bS—Principles of Education

This is the second half of the course on Principles of Education. It comprises four units as follows: (1) the characteristics and functions of professional personnel, (2) the relation of material to the educational process, (3) institutional organization for education, and (4) the administration of education in a democratic social order. This is a basic graduate course for students who plan to continue work for advanced degrees in the field of education, or for elementary and secondary school teachers requiring courses for certification. 2 semester credits. Daily at 11. Assistant Professor G. E. Hill.

Education S70aS—Problems of Classroom Instruction

The major purpose of this course is to examine problems of classroom teaching common to teachers at all levels in the light of basic principles of learning. Topic covered: the nature of learning, adapting teaching to individual differences, motivating teaching, making learning active, socializing teaching, the teacher as a factor in method, experimental evaluation of teaching, developing a philosophy of teaching. This is a basic graduate course for students who plan to continue work for advanced degrees in the field of education, or for elementary and secondary school teachers requiring courses for certification. 2 semester credits. Daily at 12. Assistant Professor G. E. Hill.

Description of Courses by Departments

ART

ART I—Elementary Industrial Art2 credits

This course is designed to give experience in handling the various media such as paper, cardboard, thin wood, clay, weaving materials, etc., used in the elementary schools.

ART II—Elementary Drawing, Design and Color1½ credits

This course establishes principles, develops skills and gives experience in handling the various media such as pencil, crayon, chalk, water-color, etc., in use in the public schools.

ART III—Teaching of Fine Arts in the Elementary

School2 credits

General principles underlying art teaching. Fundamental problems in organizing and evaluating art activities. Lectures, readings, reports, discussions, observations.

ART IV—The History and Appreciation of Art2 credits

A survey of the essential periods of art throughout the ages. Illustrated lectures, reports, museum visits.

PRACTICAL PROBLEMS IN ART EDUCATION3 credits

This course is intended for teachers in service who need help in meeting the new demands in art education. Actual experience in selecting, organizing and evaluating art activities which are in harmony with the theory that art is an integral part of school life. Practical work, lectures, readings and observations.

HANDICRAFTS3 credits

General principles underlying the art activities of the Kindergarten and Primary Grades with special emphasis upon illustrative construction. A study of the capacities of children of this age level, an evaluation of suitable problems and the working out of typical units in kindergarten materials.

DESIGN3 credits

Development of judgment and creative power in problems of abstract and decorative design. Design in relation to posters, textiles, crafts, decorative drawing and painting.

EDUCATION

HISTORY OF EDUCATION2 credits

The purpose of this course is to trace the effect of social, economic, and religious forces on development of educational theory and practice; and their relation to present day education.

PHILOSOPHY OF EDUCATION2 credits

"A determined effort to find out what education must consistently do in the face of the contradictory demands coming to it from the diverse, deeply rooted interests of life . . ." The course aims to help the student focus and organize his thinking with regard to the ends or values education must work for in a democracy, and specifically to see how these values affect the work of the teacher, the school as a whole, and the broader educational program.

VISUAL EDUCATION1 credit

This course includes the following units: values of visual aids, still and motion picture photography, slide making, mounting pictures, exhibits, and specimens; making flat prints and enlargements; operating cameras, stereoscopes, lanterns and motion picture projectors; listing pictures, lantern slides and motion pictures appropriate to teaching situations, planning and taking a school journey, making graphs, posters, etc., planning and financing a visual program. These topics are organized in project form. Students study the topics, then apply them in practice.

STUDENT TEACHING AND OBSERVATION

A four-hour course in Directed Observation and Student Teaching for the elementary grades will be offered during the Summer Session of 1938. This course is designed especially for those students who have had ten semester hours of Student Teaching and who must complete four semester hours more of Student Teaching in order to meet the requirements for the degree of Bachelor of Science in Education.

CURRICULUM MATERIALS, SELECTION AND

ADAPTATION3 credits

A study of the process of developing a curriculum to meet the needs of a particular group of children. The curriculum is defined, and its relationship to educational objectives and the needs, interests, and capacities of children is studied. Special emphasis is placed on planning the entire curriculum in relation to the needs of the group, and methods and means of making it an integrative experience for the child.

PSYCHOLOGY I3 credits

This is a basic course in general psychology and is required for all fields of teaching. This course deals with the brain and nervous system in all of their aspects and how these influence the behavior and learning of human individuals. Special emphasis is placed upon the consideration of the problems of children of a given age. For instance those pupils preparing to teach in high school will spend much of their time studying the traits of the adolescent, etc.

MENTAL HYGIENE3 credits

This course attempts to analyze the individual from the several contemporary standpoints in order to secure principles of mental hygiene. The practical phases of the course treats the application of these principles to problems of individual, school, and general social adjustment.

EDUCATIONAL PSYCHOLOGY3 credits

This course aims to present the facts and principles of psychology in relation to present educational issues. Various practices in education will be evaluated in the light of these facts and theories. Several basal psychologies of learning will be considered, such as Thorndike's conditioned response, Gestalt, etc. Such topics as forgetting, intrinsic and extrinsic learning individual differences, transfer of training, and personality will be considered.

EDUCATIONAL MEASUREMENTS2 credits

This course will consist of an examination, discussion, and evaluation of the various tests of intelligence and a discussion of the nature and distribution of intelligence. The various educational and achievement tests will also be considered in relation to their use, value and interpretation. The fundamentals of educational statistics will be studied in connection with their use in the testing program.

TEACHING OF PRIMARY SUBJECTS3 credits

This course aims to give a comprehensive acquaintance with the subjects taught in the primary grades. The course is planned to give the student not only a theory in class room observation, but also to bring him into direct contact with specialists in the major primary field.

PRINCIPLES OF EDUCATION3 credits

The purpose of this course is to present to the student a series of fundamental educational problems. It takes up the major objectives and the most outstanding needs of education at the present time. It aims to present a systematic view of the larger role played by education and should furnish a correct sense of values.

PROBLEMS IN JUNIOR-SENIOR HIGH SCHOOL2 credits

This course includes a description of the historical development of secondary schools and a discussion of the nature and needs of pupils of secondary school age. The course also discusses the aims and purposes of the secondary schools and a statement of the content and organizations of the secondary curriculum.

GUIDANCE2 credits

This course is designed to give a general view of all phases of the guidance program in the secondary school. The unit on educational guidance treats such topics as: interest tests and their use, colleges and their opportunities, educational opportunities other than college, financing educational plans, the college of the future. In vocational guidance techniques for developing and guiding the interests and abilities of individuals are stressed, the job analysis, the course in occupations, methods of teaching vocations, vocational tests. In social-moral guidance activities are presented to shed greater light upon the social development of the individual, the home room program, personality development, tests of social usage, the handbook. General administration, organization and curriculum in guidance complete the course.

DIAGNOSTIC AND REMEDIAL INSTRUCTION

IN READING3 credits

This course is chiefly concerned with diagnosing the difficulties which children in the early grades have in developing desired reading skills, and with the application of effective remedial measures, the early development of a reading clinic is anticipated which should serve as an effective laboratory for part of the work of the course.

TEACHING OF READING3 credits

This is a course involving in particular the technique and methods of the teaching of reading activities from the Kindergarten through grade six. It covers the evolutionary development of reading, the place of reading activities in life, and certain of the physiological and psychological aspects of reading. Special attention is also given to the problems of material, to measurements of progress and to diagnosis and remedial methods. Demonstrations and discussions are important features of the course.

HANDWRITING1 credit

This course makes a study of the fundamentals of practical writing. Attention is given to the mechanics of writing and to the psychological and pedagogical principles involved in the teaching of writing. The course has a two-fold purpose: (a) to give the student the ability to write well, (b) to develop the principles involved in teaching others to write well.

MANUSCRIPT WRITING1 credit

This course is intended to develop skill in writing the manuscript form as well as to treat the subject as a present trend in the education of the young child. The point of view will assume that manuscript writing shall be taught in the first three grades as a basis for a cursive system in grades four, five and six. The course will consider such topics as: reasons for teaching manuscript writing, letter forms, size for different grades, position, manuscript writing scales, transfer to cursive, and general methods for teaching manuscript writing. Attention will also be given to a writing program for the whole elementary school.

SUPERVISION IN THE ELEMENTARY SCHOOLS3 credits

This course should be of particular interest to supervising principals, building principals, and those who intend to prepare themselves for the supervising field. It will concern itself with the basic philosophy and principles underlying supervision and with the detailed techniques, methods, and materials pertaining to the improvement of the teaching and learning processes in the elementary school. Supervision will be considered as a cooperative process with improved pupil growth as the objective. The course will consist of lectures, discussions, readings and reports.

In the Post Session, a similar course will be offered but on the secondary school level.

ENGLISH

ENGLISH I3 credits

This course includes significant historical aspects of the English language, work in vocabulary enrichment, use of the dictionary, and unit studies in functional grammar.

ENGLISH II3 credits

This course stresses the interpretative side of English from the sentence to the paragraph and to the composition as a whole. Analysis, outlining, and precise writing are practiced. Creative writing is primarily composition of an expository and descriptive nature. Prerequisite: English I.

ADVANCED COMPOSITION3 credits

A course in the writing of narration, description, and the essay, with special stress upon the principles of the formal and informal essay. Prerequisites: English I and II.

AMERICAN LITERATURE3 credits

A rapid survey of American literature, concentrating on major figures and movements. An anthology is used.

CHORAL SPEAKING3 credits

Choral speaking aims through the communal voicing of poetry to stimulate appreciation, interpretation, and artistic expression of poetry; to demonstrate the educational and social values of unison speech; and to train choral leaders in the technique of choir conducting and the selection and treatment of materials.

JOURNALISM2 credits

This course will include the study and writing of the principal types of news writing; news, feature, and editorial; it will give practice also in headline and caption writing, editing and make-up of the school paper. This course may be elected only with the consent of the instructor.

MODERN DRAMA3 credits

This course includes a biographical study of playwrights from Ibsen to the present day, and the reading and discussion of about forty of their plays, together with a general survey of the backgrounds reflected therein.

DRAMATICS FOR THE ELEMENTARY GRADES3 credits

The course deals with the techniques of dramatic-play, dramatization and play production. It will include discussion of the educational principles underlying the choice of the form to be used with children in the kindergarten and elementary grades. It is planned to give the student a critical acquaintance with a variety of materials and to furnish a basis for the selection and utilization of such materials.

SPEECH PROBLEMS3 credits

This course is designed to equip one with the knowledge and technique necessary to diagnose and correct voice and speech defects. A clinic, organized to give students experience in treating cases of defective speech within the college and vicinity, is operated in conjunction with this course. Here those with defective hearing are given hearing tests. Records are made of the student's speech so that they may hear their speech imperfections and note progress after a period of training.

TEACHING OF ENGLISH3 credits

This course covers the teaching of spelling, language, grammar, and the use of the dictionary in the elementary grades. Vocabulary building will receive attention. Emphasis will be placed on the teaching of literature suitable for these grades. There will be a study of remedial teaching suited to the correction of prevalent mistakes in written and spoken English.

ENGLISH LITERATURE3 credits

A rapid survey of English literature, concentrating on major figures and movements. An anthology is used.

CHILD LITERATURE AND STORY TELLING3 credits

A survey of those stories, poems and fiction known as children's literature. Designed to help the teacher in service locate appropriate material for programs celebrating various occasions during the school year.

SPEECH3 credits

An introduction to Parliamentary Law and a course in the fundamentals of public speaking with emphasis upon the effective presentation of ideas.

PHILOLOGY AND GRAMMAR3 credits

This course includes the study of the history and development of the English language, and an intensive study of the essentials of English grammar, with the relation of these principles to the structure of sentences.

SHAKESPEARE3 credits

This course includes a brief historical examination of Renaissance England, a survey of the Elizabethan theatre, biographical data and an intensive study of a number of the plays. Methods of selection, preparation and presentation of the plays for secondary students are discussed. Research, lectures and readings are the materials of the course.

WORLD LITERATURE3 credits

This course studies, in translation, the great classics of the world from ancient Greece through the Renaissance. Some attempt is made to recognize the indebtedness of English literature to these masterpieces.

GEOGRAPHY

PRINCIPLES OF GEOGRAPHY3 credits

An introductory course required of all students taking the Elementary and Secondary Curricula. Intended to give an understanding of the physical and cultural relationships which are a part of living in all sections of the earth. Up-to-date methods and tools to be used in teaching Geography are stressed.

GEOGRAPHY OF THE WESTERN HEMISPHERE3 credits

Prerequisite: Principles of Geography. A required course in the four-year Elementary Curriculum. Presents a study of the important regions of the Western Hemisphere with special emphasis on the United States. A separate unit on Pennsylvania is stressed.

ECONOMIC GEOGRAPHY3 credits

Develops understanding of world patterns of present and potential producing and consuming areas through study of regional work activities in their natural environmental and inter-regional relationships.

GEOGRAPHY OF THE EASTERN HEMISPHERE3 credits

Prerequisite: Principles of Geography. A study and interpretation of the major regions of each continent of the Eastern Hemisphere, the work pattern of each continent and the population pattern of the hemisphere from the viewpoint of the relationships between man's distribution, work activities, and other interests and his natural environment. Organization of units, methods of presentation, and evaluation of geographic material receive attention.

THE TEACHING OF GEOGRAPHY3 credits

The principles of teaching geography are developed in this course. Modern geography, the value of geography to the child and the adult, course of study, organization of units, methods of presentation, sources of material, technique of the use of pictures, maps, textbooks, graphs, and other tools are among topics considered. A free elective for teachers and supervisors of geography in elementary and secondary schools.

GEOGRAPHY OF PENNSYLVANIA3 credits

A study of (1) major work activities from standpoint of geographic planning, (2) how these activities bring Pennsylvania into relation with other parts of the United States and the rest of the world, and (3) work and population patterns in their world relations.

HEALTH AND PHYSICAL EDUCATION
STUDENT TEACHING IN HEALTH AND
PHYSICAL EDUCATION

Includes observation, participation and teaching under capable cooperative teachers: it includes, also, conference with the supervisor in charge. Opportunities are provided for Health Instruction in the Elementary grades and for the teaching of Physical Education in grades 1 through 12.

INDIVIDUAL GYMNASTICS2 credits

This course is designed to acquaint the student with the techniques and mechanics of movements in physical activities as based upon the anatomical relationship of muscles, bones, and neural control.

ORGANIZATION AND ADMINISTRATION OF
PHYSICAL EDUCATION4 credits

The purpose of this course is to have the student acquire knowledge of how the health and physical education program is organized, conducted, and supervised in the elementary and secondary public schools. The main topics considered are: underlying philosophy of health and physical education, legal status of physical education and laws affecting teachers of physical education. Routine clerical work required of teachers in rendering reports, class organization, constructing and revising a course of study, preparing an outline both in health instruction and physical activity program, publicity and means of evaluating a program of health and physical education.

ACQUATIC ACTIVITIES I AND II 1 credit each semester

The course in swimming will include practice and techniques in teaching a variety of swimming strokes, stunts, and water games. It will include the American Red Cross Life Saving Test as well as the new Intercollegiate Life Saving Test. Emphasis will be placed on coordination, timing, safety and emotional development. How to teach swimming will be emphasized throughout the second semester.

PRINCIPLES AND METHODS OF COACHING2 credits

Principles governing the organizing of athletics for various age groups are presented. Instruction and practice in the methods and techniques of coaching the various sports is given, while advanced techniques and strategy of these sports is required of every student.

PHYSIOLOGY OF EXERCISE2 credits

Study of the reaction of the various bodily systems to muscular activity. Individual systems studied separately with the coordination of bodily activity stressed later. The elements of fatigue and staleness emphasized. Prerequisites: Anatomy and Physiology.

HYGIENE I3 credits

This course aims to improve the attitudes and practices of the students as well as giving a background of information concerning personal and community health matters. The course is divided into units covering foods, physical activity, fatigue and rest, fresh air and sunshine, special senses, prevention of disease, care of the skin, mental hygiene, stimulants and narcotics, social hygiene and safety education. Special reports and application of material to student problems are required.

HYGIENE II (School and Community)3 credits

This course includes the discussion of the School Health Program from the standpoint of Healthful School Living, Health Service and Methods and Materials of Health Instruction—grades 1 through 12. The course includes also, the discussion of Community Health as it is related to the school Health Program and the work of the United States Public Health Service.

NATURE AND FUNCTION OF PLAY2 credits

A study of the theory and philosophy of play. A brief discussion of the historical role of play and its influence in the social development of various peoples. A classification of play activities as related to the interests and abilities of different age levels. Recreational forms of play and principles of leadership.

FIRST AID1 credit

This course is to acquaint the student with the bodily structures, pressure points, knowledge of which is necessary in the application of first aid measures. The use of splints, various types of bandaging and treatment for various accidents are discussed and practice is given where possible. Lectures, discussions, demonstrations and projects are the methods used in covering this course.

PHYSICAL EDUCATION TESTS3 credits

A study and evaluation of achievement tests in physical education; methods of constructing achievement tests; relationships of capacity, ability, and achievement.

TECHNIQUE OF ADULT RECREATION2 credits

This course seeks to equip teachers for leadership in the field of adult recreation. The material included covers such phases of the work as: the sociological background of racial groups; a survey of the facilities in teachers college service areas; the relation of adult recreation to community and social life; the adjustment of adults to extended leisure time; the budgeting and financing of adult recreation programs; the adaptation of available facilities to a flexible administration of this type of education; the qualities requisite for teachers and supervisors engaged in this work; the specific and general principles underlying successful instruction and administration in this field.

ANATOMY II—Kinesiology2 credits

This course is designed to acquaint the student with the action of the principle muscles upon the joints of the body. The possibilities of joint movement and leverages are studied with the aim of applying them to the movements used in sports and gymnastics. The tension and relaxation of muscles is studied with a view as to their effect on coordination and posture. Prerequisite: Anatomy I.

DANCING1 credit

In this course is presented an opportunity for the study and practice of dancing as a fine art. The course is also designed to furnish material for those teachers in service who wish to acquire knowledge of the latest forms in tap and elog daneing as well as in the modern dance. It will include some of the following features: daneing fundamentals; the building of techniques based upon natural body movements; self expression; the building of original compositions; the use of music and percussion instruments; folk dancing in the elementary and secondary schools; the place of the dance in the curricula of the elementary and secondary school. (This is a composite course of Daneing I and II in the corecurriculum.)

INDIVIDUAL SPORTS FOR MEN AND WOMEN2 credits

This course will present various techniques and procedures appropriate for teaching the following individual sports: Tennis, archery, feneing, badminton and hand ball. Individual and group methods will be presented. This course is necessarily of laboratory character but study of the professional problems involved with assigned readings and reports is required.

MATHEMATICS

ARITHMETIC I3 credits

This course is required of all students preparing to teach arithmetic in the elementary and rural schools. It is planned to show the student that there is a definite need for arithmetic in the child's social life, and that the concrete number experiences of the child may be utilized. Modern methods of teaching arithmetic in grades one, two, and three are studied and are illustrated by demonstration lessons.

ARITHMETIC II3 credits

This course is required of all students preparing to teach in the intermediate grades. A thorough review of subject matter is made and considerable time is devoted to studying methods of teaching arithmetic in grades four, five and six. The students in this course have the opportunity of observing in the Demonstration School.

APPLIED MATHEMATICS3 credits

This course is designed to give instruction in modern methods and techniques in teaching mathematics in the junior and senior high schools. It includes demonstrations and discussions of the organization of materials, class room procedure, and present trends in education. Methods of presenting arithmetic, intuitive geometry, algebra, and demonstrative geometry are included in the course.

ANALYTIC GEOMETRY3 credits

A course which takes up the study of the straight line, circle, parabola, ellipse, and hyperbola. Its aim is to show the relationships between geometry, trigonometry, and algebra and to furnish a background for the calculus and for the teaching of mathematics in the junior and senior high schools. Prerequisites: Algebra I and Trigonometry.

ALGEBRA I3 credits

This course is organized to meet the needs of those students who are majoring in Mathematics and preparing to teach Algebra in secondary schools. Emphasis is laid upon mastery of subject matter found in the typical college course in Algebra and special attention is given to methods of teaching Algebra in the high school.

ELEMENTARY STATISTICS3 credits

A brief history of statistics. Principles involved in and methods of collection, analysis, presentation, and interpretation of statistical data and their practical application (especially in the field of psychology, sociology, and education). Special emphasis on and consideration of averages, dispersion, correlation, index numbers and graphic methods.

MUSIC

HISTORY AND APPRECIATION ON MUSIC2 credits

This course deals with music as a real factor in life, thereby enriching the students' experience and understanding. The appreciation of music and its contributions are treated from a musical rather than a chronological point of view. The course builds an aesthetic love for music, establishes right attitudes, increases interest through participation and extends the repertory of musical literature. It also studies current musical developments and tendencies.

MUSIC I—(For Groups I, II and III)2 credits

This course places special emphasis upon song materials and correct singing. The following items are presented as fundamental elements of musical knowledge, necessary to prospective teachers in elementary or intermediate grades: voice placing, and tone production; sight singing by syllable; elementary theory, including clefs, signatures, major and minor scales, meter rhythms, ear training and dictation. This course is a prerequisite for Music II.

MUSIC II—(For Groups I, II and III)1½ credits

This course is designed to meet the needs of the elementary grade teachers. It consists of a study of materials suitable for children in the primary, intermediate and rural grades of the methods and devices used in teaching this material and of the use of the phonograph, and the various phases to which its use may contribute.

TEACHING AND SUPERVISION OF

INSTRUMENTAL MUSIC3 credits

This course includes: a complete study of the theory of all instruments as to range, methods of transposition, etc.; materials and methods for instrumental supervision; arranging for complete and incomplete orchestra; instrumental scheduling to fit varied school curricula; and a study of class methods in instrumental instruction.

INSTRUMENTS

The Instrumental Division of the music department will offer the following courses in the summer school of 1938: Violin, Trumpet and Clarinet. Other courses in instruments will be offered according to the demand for them. If there is sufficient material an orchestra or a band, or both, will be organized.

SOLFEGGIO I2 credits

Students learn to read at sight in all keys with soft syllables and words, music of moderate tonal and rhythmic difficulty in both F and G clefs and in major and minor modes.

SOLFEGGIO II2 credits

Open to students who have completed Sight Reading I. Chromatics and more difficult intervals and rhythms are presented for individual mastery in singing either words or syllables of two and three part songs.

SOLFEGGIO III2 credits

Prerequisite: Sight Reading II. On completion of this course students should have the ability to read fluently and accurately all parts of all the music that is found in various texts of public school music.

EAR TRAINING I2 credits

A study of tone and rhythm planned so that the student gains power to recognize, visualize, sing and write melodic phrases in all keys.

EAR TRAINING II2 credits

Dictation II completes the study of Melodic dictation, giving special emphasis to the development of musical memory and the ability to write comparatively long melodic phrases after one hearing.

EAR TRAINING III2 credits

This course is designed to develop ability to recognize and write chord progressions, utilizing the various harmonies as they are successively acquired. This course supplements the corresponding semester course in Harmony.

HARMONY I3 credits

Harmony I includes introduction of tonic, dominant and subdominant harmonies in all inversions, with sevenths, and very simple chromatic alterations. The nonchordal tones are then presented. The course continues with melody writing and creative work using the above material.

HARMONY II3 credits

Harmony II includes introduction of supertonic, submediant and mediant harmonies, with their 7ths and with simple alterations. It also includes melody writing and creative work, using all diatonic harmonies and simple chromatic alterations with some simple pianistic harmonizations.

HARMONY III2 credits

Harmony III includes intensive study of chromatic harmony and chord species. This material is applied in various types of modulation. Original melody writing and modulation with this material is stressed.

MATERIALS AND METHODS I3 credits

A comprehensive study of the use of the child's singing voice in the primary grades, including the treatment of monotones; acquaintance with the best collection of rote songs and practice in choosing, memorizing, singing and presenting a large number of these songs; methods of presenting rhythm through singing games and simple interpretative movements; beginnings of directed music appreciation; foundation studies for later technical developments.

MATERIALS AND METHODS II3 credits

This course presents methods and materials covering every phase of work in the intermediate grades and analyzes the psychological principles underlying the presentation of these music materials. Attention is given to the study of the child voice. The development of part singing is an important phase of the work, and the organization and training of school choirs is emphasized. Observation is required.

MATERIALS AND METHODS III3 credits

This course deals with the organization, administration and content of required and elective courses in the Junior and Senior High School. Attention is given to the problem of the changing and changed voice. Special emphasis is made upon the choral organizations usually found in these schools. The integration of music with other subjects of the curriculum is stressed. Observation is required.

ORCHESTRATION3 credits

The orchestration course will consist of a study of the capabilities and ranges of all instruments and a study of methods of arranging for normal and unusual combinations of instruments such as a school situation might require. Practical arranging of song accompaniments, etc. will be a major part of the course.

ADVANCED CONDUCTING—Choral3 credits

Principles of conducting: study of methods of conductors, adaptation of these methods to school situations; a study of the technique of the baton with daily practice, score reading, and making of programs. Selection of suitable materials for school groups. Readings and reports.

ADVANCED INSTRUMENTAL CONDUCTING3 credits

This course will begin with a review of the primary elements of conducting and will develop into a course in the conducting of instrumental groups of all kinds. Particular emphasis will be placed on the development of the ability not only to recognize errors and to correct them but also to know the psychological cause of the various types of errors. Some time will be spent in discussing the methods of the combination of instrumental and choral groups chiefly in respect to instrumental accompaniments for operetta production.

SOCIAL STUDIES

CIVIC EDUCATION IN ELEMENTARY SCHOOLS3 credits

The purpose of the course is to equip the prospective teacher with a view of the whole problem of civic education and with a clear plan for organizing and putting into effect those projects, studies and responsibilities that develop a civic conscience and a civic attitude.

HISTORY OF CIVILIZATION3 credits

The purpose of this course is to prepare for the teaching of various aspects of social group life. An analysis of the concept of civilization is followed by a study of various cultural developments in which an effort is made to find and evaluate the constant rather than the changing factors. This course should enable the teacher to make concrete and realistic the daily life of social groups to pupils studying world history in the elementary and secondary grades.

AMERICAN GOVERNMENT3 credits

This course includes a study of the fundamental features of government in the United States. Its purpose is to present the basic principles of American Government and also the machinery through which it works.

U. S. HISTORY I3 credits

This course is mainly narrative, emphasizing those features which are generally regarded as most important and related facts extensively. Its purpose is to broaden the resources of prospective teachers of American History and to supply a foundation for intensive study of special periods of American development.

HISTORY OF THE FAR EAST3 credits

The purpose of this course is to trace the economic and political changes taking place in the Far East. The new nationalism in Japan will be studied; the endeavor to bring about unity in China; the struggle between China and Japan; the movement toward more self-government in India.

U. S. HISTORY II3 credits

This course follows American history before 1865, and stresses contemporary problems. It aims to show the better ethical standards which our political, social and cultural institutions are striving to reach, and to arouse in our future citizens an unselfish spirit of cooperation in this field of endeavor.

EARLY EUROPEAN HISTORY3 credits

The purpose of this course is to trace the evolutionary development of the various elements of culture which have come down from the past and to provide a European background for the study of American history.

SOCIOLOGY3 credits

This course deals with a study of the non-economic and non-political behavior of men, with particular reference to groups, their inter-relations and basic processes and their culture. Lectures, special reports and discussions will cover such topics as social groups, culture, influences of environment, influences of heredity, isolation, population trends, conflicts, competition, cooperation, accommodation, assimilation, social control, stratification and division of labor. The influences of social interaction upon personality will be studied. This function of education in its relation to social control, culture growth and interaction will be given consideration.

ECONOMICS3 credits

The purpose of this course in pure economics is to study the fundamental principles at work in our industrial system and to suggest some major problems of applied economics.

SCIENCE

BIOLOGY—(Science I)3 credits

Considers many of the fundamental facts, principles and laws of biology that have a bearing on school room problems, particularly toward understanding the child as a living organism. Among the chief topics studied are: the laws of growth and development; the physiology of the nervous system; adjustment of life to its environment; the interrelationship of all life; the causes of individual and inherited variation; Mendel's and other laws of inheritance; the facts and theories concerning the inheritance of acquired characteristics.

NATURE STUDY—(Science III)3 credits

Designed to give the prospective elementary teacher an acquaintance with and a sense of how to use educationally the materials that are part of the environment of every child. Class and field work.

CURRICULUM IN ELEMENTARY SCIENCE3 credits

A professionalized course emphasizing the aims and values of elementary science, the methods used in selecting and organizing the teaching materials in grades one through six. Acquaints students with suitable books, accepted methods of presentation, research contribution and appropriate activities for the elementary school. Whenever possible, this class works with a group of children from the Demonstration School.

PHYSICAL SCIENCE—(Science II)3 credits

A survey and orientation course in physical science. A non-mathematical course covering topics in astronomy, geology, chemistry and physics. Material is chosen to aid in the preparation of the teacher of elementary and secondary science. Lectures, recitation and laboratory work.

PHYSICS III—Modern Physics3 credits

A survey of the developments in vacuum tube phenomena, X rays, radio-activity, quantum theory, television, atomic structure. Student performs individual laboratory experiments designed to give a working knowledge of the topics discussed. This course especially planned for the teacher of physics in the secondary school. Lectures, recitation and laboratory work. Prerequisite: A course in general college physics.

FIELD BIOLOGY—Ecology3 credits

A study of the plant and animal associations, distribution, and environmental factors concerned in the government of association and distribution. Lectures, recitation and field work. This course is offered as a free elective.

BOTANY I3 credits

A study of the seed plants from the point of view of structure and function. Lectures and recitations two hours; laboratory three hours.

ANATOMY I3 credits

A study of comparative anatomy with emphasis on the knowledge of structure basic to applied anatomy. Foetal pigs and cats used for dissection. Lectures and recitation two hours; laboratory three hours.

CHEMISTRY I—Inorganic Chemistry 4 credits each semester

This is a typical college freshman course in general inorganic chemistry. It is enriched with demonstration material helpful to those who will teach in high school. Three class hours; three hours laboratory.

PHYSICS II4 credits

A continuation of Physics I. Electricity, light, and sound.

PHYSIOLOGY3 credits

A study of the functions of the human body. Special emphasis is placed on the physical and chemical laws applicable to such functions. Prerequisites: General Chemistry, and Anatomy I. One lecture, two recitations and two hours laboratory.



Library

Uniform Fees, Deposits, and Repayments

Summer Session

A. FEES

I. Student Activity Fee

A fee to be determined by each institution will be collected from all students and administered under regulations approved by the Board of Trustees through a cooperative organization. This fee will cover the cost of student activities in athletics, lectures, entertainments, student publications, et cetera. Students taking extension courses or regular session students taking less than seven semester hours may secure the benefits of the Activities Program by the payment of the Student Activity Fee. This fee as determined and collected by the West Chester College Government Association at West Chester Teachers College is for the 1938-39 year \$10.00 a semester. (This fee will be \$2.00 for the Summer Session of 1938.)

II. Contingent Fee

Contingent Fee, per semester hour of credit-----\$5.00

Students who enroll in the special health education curriculum shall be charged an additional fee of \$6.00; and those in the public school music curriculum, \$18.00.

III. Housing Fee

1. Housing rates for students:

The housing rate for students shall be \$42.00 for the Summer Session. This includes room, meals and limited laundry.

- (a) For rooms with running water an additional charge of \$3.00 for the Summer Session may be made.
- (b) No reduction in the rate is made for laundry done at home nor for absence of students who go home for a few days at a time.
- (c) A student may, at the discretion of the President of the college, occupy a double room alone by paying an additional \$12.00 for the Summer Session.

2. The rate for transient meals shall be:

Breakfast, \$.30 Lunch, \$.40 Dinner, \$.50

IV. Damage Fee

Students shall be responsible for damages, or breakage or loss, or delayed return of college property.

V. Infirmary Fee

After three days in the college infirmary, the college shall charge an additional \$1.00 for each day.

Day students who may be admitted to the infirmary shall pay board at the rate of \$2.00 a day. This charge includes the regular nurse and regular medical service, but does not include special nurse or special medical service.

VI. Isolation Hospital Fee

If the college maintains an Isolation Quarantine Hospital for contagious diseases, the college shall charge \$10 per week additional, but this service charge does not include trained nurse or special medical service.

Day students, who may be admitted to the Quarantine Hospital shall pay the board rate of \$2.00 a day (see V above), and in addition shall pay \$10 a week, but this additional charge does not include trained nurse or special medical service.

VII. Tuition Fee

Students whose residence is out of the state shall be charged a fee of \$35.00 per Summer Session.

Out-of-state students shall pay the contingent fee in addition to the tuition fee.

VIII. Degree Fee

A fee of \$5.00 shall be paid by each candidate for a degree to cover the cost of degree diploma.

IX. Record Transcript Fee

One dollar (\$1.00) shall be charged for the second and each subsequent transcript of records.

X. Delinquent Accounts

No student shall be enrolled, graduated, or receive a transcript of his record until all previous charges have been paid.

B. DEPOSITS

Advance Registration Deposit

A deposit of \$10.00 shall be made by all students when they request registration. This is a guarantee of the intention of the student to enter college for the term or semester designated. It is deposited with the Revenue Department to the credit of the student's contingent fee. If, however, the student notifies the college at least three weeks before the opening of college that he is unable to enter, or if the student is rejected by the college, repayment of this deposit will be made through the Department of Revenue, on application from the student through the college authorities.

Check or money order for this amount must be drawn to the Commonwealth of Pennsylvania. Money Orders should be made payable at Harrisburg, Pa.

C. NO OTHER FEES OR DEPOSITS PERMITTED

No fees or deposits, other than as specified above may be charged by a State Teachers College.

D. REPAYMENTS

- I. Repayment will not be made:
 1. To students who are temporarily suspended, indefinitely suspended, dismissed, or who voluntarily withdraw from College.
 2. For any part of the advance registration deposit for any cause whatsoever except where students give notice of intention to withdraw at least three weeks before the college opens or when the student is rejected by the college.
- II. A repayment will be made for personal illness, the same being certified to by an attending physician, or for such other reasons as may be approved by the Board of Trustees for the amount of the housing and contingent fees paid by the student for the part of the semester which the student does not spend in college.
- III. The advance registration deposit will be returned to students provided they notify the college not less than three weeks before the opening of the semester or term of their intention not to attend, or provided the student is rejected by the college.

Commuting

Long distance commuting, or any commuting that involves the strain of early rising or of tedious travel is discouraged, because they have been found to interfere with the best progress of students.

Requirements for Admission

Students who are making application for admission to the State Teachers College and who have not had teaching experience must meet the requirements for admission as outlined below:

1. General scholarship as evidenced by graduation from an approved four year high school or institution of equivalent grade, or equivalent preparation as determined by the Credentials Division of the Department of Public Instruction, and ranking in the upper half of the class at graduation. Candidates for admission who lack this rank at graduation will be required to present further evidence of fitness.
2. Integrity and appropriate personality as shown by an estimate by secondary school officials of the candidate's trustworthiness, initiative, industry, social adaptability, personal appearance and sympathy.
3. Health, physical vigor, emotional stability, absence of physical defects that would interfere with the successful performance of the duties of a teacher and absence of predisposition toward ill health as determined by a medical examination at the college.
4. Normal intelligence and satisfactory command of English as evidenced by ratings in standard tests. The tests to be used will be prescribed each year by the Board of Presidents and will be uniform for all State Teachers Colleges.
5. A personal interview with particular attention to personality, speech habits, social presence, expressed interests of the applicant and promise of professional development.

Room and Board

Comfortable rooms with board and laundry can be secured at reasonable rates in the College Dormitories. Rooms are of good size and attractive, and have recently been re-papered and re-varnished. All rooms are carpeted and have individual closets. The beds are single and are provided with woven wire springs. Boarding students furnish blankets, or other equivalent and towels.

During the Summer Session, the dormitory will be open until ten o'clock at night. Students desiring to return to the dormitory after that hour must secure permission from the Dean of Women.

Copper and wood screens have been provided for all dormitory windows and doors.



Working in the Library

Recreation and Social Activities

Your days on West Chester Campus will not be filled with work alone. A rich and varied program of activities will offer you opportunity for relaxation and pleasure; no matter what your hobbies and skills are. Play gives meaning to work and zest to living; for this reason the activities for the Summer Session are carefully planned to satisfy the desire for a happy vacation as well as pursuit of study. A better and more comprehensive program than has been given in past years is now under way.

Social Activities

- June 20—Registration Day: tea in afternoon, dancing at night.
June 23—President's reception, dancing.
June 25—Delaware River boat trip.
June 26—After dinner coffee.
June 29—Philadelphia Trip: Franklin Institute, historic Philadelphia, Art and Commercial Museums.
June 30—Chapel: Musicale by outstanding Alumni.
July 2-4—Week-end trip to South Mountain Manor, Wernersville, Pennsylvania.
July 6—Chapel: Lecture by noted educator.
July 7—Trip to the Ephrata Cloisters.
July 9-10—Overnight hike over trail connected by the only American Youth Hostels in this part of the country.
July 13—Trip to Longwood Gardens and fountain display.
July 14—College picnic at Hopewell Recreation Park.
July 15—Chapel: Modern Dance Exhibition.
July 19—Trip to New Castle and Arden.
July 20—Formal Dance.
July 21—Chapel: Illustrated lecture.
July 22—Deep sea fishing.
July 24—Valley Forge breakfast.
July 28—Supper Dance, honoring graduates.
July 29—Chapel: Commencement.

NOTES

Each student will be provided with one free ticket either to an orchestra concert, an opera, or a ballet given at the famous Robin Hood Dell in Philadelphia.

There will be free bus service daily to Sharpless Lake for swimming.

There will be college dances each week.

There will be weekly trips arranged to the Hedgerow Theatre at Moylan-Rose Valley, one of America's outstanding repertory theatres.

There will be planned trips over week-ends to New York City, Pocono Mountains, Delaware Water Gap, Hershey, Gettysburg, and Atlantic City.

This program is financed by the Student Activity Fee under the direction of the Student Activity Association. There are individual expenses involved in some of the activities.

Recreational opportunities include use of the gymnasias, ping-pong, roller skating, badminton, tennis, swimming, and soft ball.

Books and Supplies

The College maintains a Book Store that carries in addition to books, a complete line of students' necessities, such as stationery, laundry bags, parcel post cases, athletic goods, etc. A sub-station of the main post office is located in the Book Store.

Placement Service

The College maintains an up-to-date Placement Service for teachers, and while the College does not guarantee a position to Summer Session students, it will use every effort to secure teaching positions for those desiring to teach.

Prospective teachers should get in touch with the Dean of Instruction, who has charge of the Placement Service, if they are interested in obtaining positions for the coming year.

Demonstration and Practice School

A Demonstration and Practice School, extending from kindergarten to grade six, inclusive, will be maintained on the campus during the summer. A limited number of students will be assigned to Practice Teaching in the Practice School for the Summer Session. Other conditions being equal, preference will be given to applicants in the order of their enrollment.



Corner of The Lobby

Entertainment

Lectures by prominent educators and other noted speakers, musical programs, and other special features will constitute a part of the Summer Session program. All these forms of entertainment will be free to members of the Summer Session and their friends.

Schedule of Classes

The Summer Session program of classes will be as follows:

8:00- 9:30 first period

9:30-11:00 second period

11:00-12:30 third period

12:30- 1:30 luncheon

1:30- 3:00 fourth period

Location

West Chester, located among the beautiful hills of Chester County, has a population of about 13,000 and is preeminent for its healthfulness, and the culture and intelligence of its people. It is about twenty-five miles from Philadelphia, being connected with that city by electric cars that run every half hour. It is also connected with Philadelphia by the Pennsylvania Railroad, via Media. Buses make Lenape and Kennett Square accessible, as well as Downingtown and Coatesville. The Chester Valley Bus Company connects West Chester with Reading, Paoli, Valley Forge, Phoenixville, Media, Chester, Wilmington, Atlantic City, and many other points. Concrete highways make it possible to reach West Chester easily and comfortably by automobile.

Advantages of Location

The proximity of West Chester to Historic Philadelphia enables students to enrich their courses and add to the value thereof by visits to well known shrines and institutions, such as Independence Hall, Carpenters' Hall, The Betsy Ross House, the Benjamin Franklin Memorial, The William Penn House, The Pennsylvania Museum of Art, The Academy of Fine Arts, The United States Custom House, The United States Mint, The Zoological Gardens, The Franklin Institute, and the Academy of Natural Sciences. Philadelphia's fine musical organizations afford opportunities to music lovers to hear the best concerts and operas.

Grounds, Buildings, Equipment

The State Teachers College is located in the southern part of the Borough of West Chester, on a campus of seventy-two acres. Among the buildings are Recitation Hall, consisting of thirty-six lecture and laboratory rooms; a beautiful Library, housing 30,000 well selected volumes of reference books; two Gymnasiums, one of them recently completed, equipped with modern apparatus, a

Demonstration School where the best theories of education are demonstrated in practice; a Power House and Laundry; a large Dormitory for women students; a Dormitory for men students; a new Auditorium and Administration Building, erected in memory of the late Dr. George Morris Philips, a former Principal, considered by good judges as one of the finest buildings of its kind in the country; and the President's residence.

POST SUMMER SESSION—AUGUST 1st to 20th

The college will again offer a special post session for three weeks, August 1 to 20, following the regular summer session. In this session it will be possible for a student to earn three semester hours of credit.

Accommodations may be secured in the college dormitories at the rate of \$7.00 a week for room, meals, and laundry.

The contingent fee for courses will be at the rate of \$5.00 per semester hour of credit. There will be no Activity Fee charged during the post session.

The informality of the session last year was particularly enjoyable and the values received by those who attended were such that we have planned a larger number of courses and activities for this year.

POST SUMMER SESSION COURSES

For the Post Session, the College will offer courses from the following list. A minimum of 10 students will be required for the organization of a class. Additional courses may be added as requested by those attending the regular summer session.

ART	Credits
Art I -----	2
Art II -----	1½
Handicrafts -----	2
EDUCATION	
Principles of Education -----	3
Supervision in the Elementary Schools -----	3
Psychology of the Pre-School Child -----	2
Child Psychology -----	3
Adolescent Psychology -----	2

ENGLISH

English II -----	3
English III -----	3
Contemporary Poetry -----	3
Literature -----	3

GEOGRAPHY

Geography of Pennsylvania -----	3
Physiography -----	3
Field Course in Geography -----	3

SOCIAL STUDIES

Civic Education -----	3
American Government -----	3
U. S. History I -----	3
U. S. History II -----	3
Social and Industrial History -----	3
Economics -----	3
Political Science -----	3

SCIENCE

Field Biology -----	3
Chemistry II -----	4
Chemistry of Nutrition -----	3

1938 Summer Session Courses

During the 1938 Summer Session, the College will offer courses from the following list. (*A minimum of 10 students will be required for the organization of any class.*)

Courses for the summer session will be offered mainly by professors selected from the regular Faculty of the College. In addition to these, visiting professors may be called upon to offer certain courses.

ART	Credits
Art I—Elementary Industrial Art -----	2
Art II—Elementary Drawing, Design and Color -----	1½
Art III—Teaching of Fine Arts in Elementary Schools --	2
Art IV—The History and Appreciation of Art -----	2
Practical Problems in Art Education -----	3
Handicrafts -----	3
Design -----	3

EDUCATION

History of Education -----	2
Philosophy of Education -----	2
Visual Education -----	1
Student Teaching and Observation -----	3-6
Curriculum Materials, Selection and Adaptation -----	3
Psychology I -----	3
Educational Psychology -----	3
Mental Hygiene -----	3
Educational Measurements -----	2
Teaching of Primary Subjects -----	3
Principles of Education -----	3
Problems of the Junior-Senior High School -----	2
Guidance -----	2
Teaching of Reading -----	3
Diagnostic and Remedial Instruction in Reading -----	3
Supervising in the Elementary Schools -----	3
Handwriting -----	1
Manuscript Writing -----	1

ENGLISH

English I -----	3
English II -----	3
Advanced Composition -----	3
Literature I—English Literature -----	3
Literature II—American Literature -----	3
Choral Speaking -----	3
Journalism -----	2
Modern Drama -----	3

Dramatics for the Elementary Grades	3
Speech Problems	3
Teaching of English	3
Children's Literature and Story Telling	3
Speech	3
Philology and Grammar	3
Shakespeare	3

GEOGRAPHY

Principles of Geography	3
Geography of the Western Hemisphere	3
Geography of the Eastern Hemisphere	3
Economic Geography	3
Teaching of Geography	3
Geography of Pennsylvania	3

HEALTH AND PHYSICAL EDUCATION

Student Teaching in Health and Physical Education ---	3-6
Individual Gymnastics	2
Organization and Administration of Physical Education..	4
Aquatic Activities I and II	1
Principles and Methods of Coaching	2
Physiology of Exercise	2
Hygiene I	3
Hygiene II (School and Community)	3
Nature and Function of Play	2
First Aid	1
Technique of Adult Recreation	2
Anatomy II—Kinesiology	2
Dancing	1
Individual Sports for Men and Women	2
Physical Education Tests	3

MATHEMATICS

Arithmetic I	3
Arithmetic II	3
Applied Mathematics	3
Analytic Geometry	3
Algebra I	3
Elementary Statistics	3

MUSIC

History and Appreciation of Music	2
Music I (For Groups I, II, and III)	2
Music II (For Groups I, II and III))	1½
Teaching and Supervision of Instrumental Music	3
Instruments	
Solfeggio I	2

Solfeggio II -----	2
Solfeggio III -----	2
Ear Training I -----	2
Ear Training II -----	2
Ear Training III -----	2
Harmony I -----	3
Harmony II -----	3
Harmony III -----	2
Materials and Methods I -----	3
Materials and Methods II -----	3
Materials and Methods III -----	3
Advanced Choral Conducting -----	3
Advanced Instrumental Conducting -----	3
Orchestration -----	3
Voice -----	
Piano -----	

SOCIAL STUDIES

Civic Education in the Elementary Schools -----	3
History of Civilization -----	3
American Government -----	3
U. S. History I -----	3
U. S. History II -----	3
History of the Far East -----	3
Early European History -----	3
Sociology -----	3
Economics -----	3

SCIENCE

Biology—Science I -----	3
Physical Science—Science II -----	3
Nature Study—Science III -----	3
Curriculum in Elementary Science -----	3
Physics III—Modern Physics -----	3
Field Biology—Ecology -----	3
Botany I -----	3
Anatomy I -----	3
Chemistry I—Inorganic Chemistry -----	4
Physics II -----	4
Physiology -----	3

SCHEDULE OF CLASSES

Classes are ninety minutes in length, beginning at eight o'clock, a. m. With few exceptions, classes will close for the day at 12:30.

SPECIAL FIELD COURSE IN GEOGRAPHY

Geography Field Course in Northeastern United States.....3 credits

A 17 day field study course as a post-session opportunity will be offered from August 2 to August 18. Itinerary includes Storm King Highway, Catskill Mountains, Ashoken Dam, Lake George, Lake Placid and Saranac Lake districts, Ausable Chasm, Lake Champlain, White Mountain National Forests attractions, Lake Winnepesaukee, Acadia National Park, Portland, Gloucester, Boston, New Haven, New York, etc. The group will observe and interpret geographically such economic interests as fishing, quarrying, manufacturing, commerce, and health and tourist resort activities as well as the beautiful scenery afforded by glacial lakes, mountains, forests, and the Atlantic Coast.

For detailed itinerary and other information, write to Dean Winfield W. Menhennett.

Application for Admission

Application for admission to the 1938 Summer Session may be made by filling in the lower half of this page and mailing it to the State Teachers College, West Chester, Pennsylvania.

Each student should see to it that his or her high school record is on file at the college before the opening day of the Summer Session.

Date -----

Name -----

Last name first

Address -----

Number and Street Town County State

Graduate ----- High School ----- (Year)

College Attended -----

1. -----

List Subjects Desired 2. -----

Regular Session 3. -----

4. -----

Classification:—Check the one that applies:

☐ Renewal of Partial Elementary Certificate.

☐ Candidate for Permanent Certificate.

☐ Completing 2-year Curriculum.

☐ Candidate for B.S. Degree.

☐ Renewal of State Standard Limited Certificate.

☐ Extension of College Certificate to Special Field.

Would you be interested in a Post Summer Session of 3 weeks,
August 1 to August 20?

Yes ----- No -----

What course would you be interested in for a Post Summer School
Session?

1. -----

2. -----

3. -----

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